DOCUMENT RESUME

ED 171 829 UD 019 429

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TITLE University Partnerships in Boston.
INSTITUTION Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
PUB DATE Jan 79
NOTE 221p.; Not available in hard copy due to reproduction quality of the original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College School Cooperation; *Educational Coordination; *Educational Improvement; *Educational Programs; Educational Resources; Elementary Secondary Education; *Interinstitutional Cooperation; Public Education; *School Activities; School Integration
IDENTIFIERS *Massachusetts (Boston)

ABSTRACT

This report deals with the partnerships that developed between the Boston Public Schools and local colleges and/or universities during the desegregation process in the Boston area. An overall picture of partnership activities since 1975 is provided through a review of the history and implementation of the pairings, descriptive and fiscal profiles of each pairing and a components matrix. Detailed descriptions of each pairing include historical and chronological perspectives on the activities of each pair. Unanticipated activities that developed as a result of the pairings are recorded. Programs that developed as direct outcomes of the pairings are also described. In addition, a brief description of the resources, areas of expertise and capacity to enter into new pairings as reported by the pairing coordinators, is included. Indices of components, types of programs, pairings by colleges and universities, and pairings by schools are provided. (Author/EB)

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University Partnerships in Boston

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Bureau of Equal Educational Opportunity

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The Boston Public Schools and institutions of higher education in Massachusetts are demonstrating the benefits which can come from collaboration. The pairing of a school or community district with a cooperating college or university opens up new opportunities to the teachers, parents and children involved. While the impetus for such collaboration came from the process of school desegregation, school/university pairings in Boston are promoting educational improvements which hopefully will outlast the Federal District Court's involvement.

There is much to learn from Boston's experience with school/university pairings which can help other school districts in Massachusetts and across the nation. This resource manual aims at providing interested school officials and the general public with useful background on such pairings. The success experienced in Boston is a credit to the dedication of the literally hundreds of men and women involved with the school/university pairings whose efforts have made this progress possible.

Gregory R. Anrig
Commissioner of Education

ACKNOWLEDGEMENTS

The compilation of this document was made possible by the involvement and assistance of many educators. The need for such a document was perceived by Dr. Charles McMillan and Mrs. Danette Vilakazi. I wish to thank them for assistance in the initial stages of development.

The cooperation of two major groups of persons deserve special mention.

- The University Pairings coordinators who read the initial drafts for informational accuracy and offered modifications and suggestions; also for their contributions in Section III of the document. See names in the sixth and seventh columns of the program profile

- The bureau staff members who serve on proposal review teams for pairings within districts in which they work. They read some of the descriptions and offered constructive criticism.

Special thanks go to Dr. Charles Glenn, director of the Bureau of Equal Educational Opportunity, for his encouragement and support during the research and authorship processes; to Lynn Beal of the Bureau and Ruby Braithwaite of Division of Special Education for assistance in proofreading; to the secretarial staff of the Bureau of Equal Educational Opportunity, Mildred Prenovitz, Helen O'Donohoe, and Gloria Stewart for their tireless patience and perseverance demonstrated in typing and retyping this document in addition to the regular day to day activities they had to perform.

To all others, to include the proposal writers, who in any way had some impact on this project, I offer my sincere appreciation.

Luriine V. Muñoz-Bennett
Author and Editor

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INTRODUCTION

The partnerships that have developed between the Boston Public Schools and the colleges and/or universities are a unique aspect of the desegregation process. The intent of this document is to present an overview of the process and the implementation of school/university or college collaboration. No evaluative assessment is intended nor has one been included.

This document serves as a primary source of information on an as yet undocumented area of the Boston Schools. It may be of use in other geographical areas, outside of the Boston area and indeed outside Massachusetts, as a resource book on one aspect of Massachusetts schools. It will also help the public to understand better the role of the Department of Education and the Bureau of Equal Educational Opportunity in relation to the pairings.

The document is organized into four sections. Section one brings into quick focus the history and implementation of the pairings, descriptive and fiscal profiles of each pairing and a components matrix. This section may be used to give a clear overall picture of the activities since 1975 and also includes the names of contact persons currently involved.

Section two gives a detailed description of each pairing. This includes a brief overview, and an historical and chronological perspective of the activities which have been engaged in over the years.

Unanticipated activities have developed as a result of these pairings. Such programs are called unanticipated outcomes. Many of them are either of low cost or no cost and have been recorded in section III. This section also tells about program that have been developed as direct outcomes of the pairings. Since the pairings were already in place, needs could be more clearly identified and remedial processes or activities could be developed on a long term basis more readily. A brief description of the resources, areas of expertise and capacity to enter into new pairings as reported by the pairing coordinators, has been included to help readers outside Boston and/or Massachusetts get a clearer picture of the educational resources available. A few highlights have been included under the caption Success Stories.

The last section is a series of indices to be used mainly with section 2. It is hoped that the contents will inspire other schools and school systems to develop similar partnerships that can extend the academic opportunities for children.

Boston's School Districts

DISTRICT 1

Brighton
MIDDLE
Edison
Mead
Taft
ELEMENTARY
Baldwin
Barrett
Farragut
Gardner
Garfield
Hamilton
Hilmore
Oak Square
Storrow
Tobin
Winship

DISTRICT 2

Jamaica Plain
MIDDLE
Curley, M.
Lewis
Roosevelt, T.
ELEMENTARY
Abrahams
Agassiz
Bowditch
Ellis
Fuller
Higginson
Longfellow
Manning
Mendell
Parkman
Seaver

DISTRICT 3

West Roxbury
MIDDLE
Irving
Lewenberg
Shaw, R.G.
ELEMENTARY
Audubon
Barron
Bates, P.
Beethoven
Cannon
Kilmer
Lyndon
Morris
Mozart
Paine
Philbrick
Ripley
Sumner
Tileston

DISTRICT 4

Hyde Park
MIDDLE
Rogers
Thompson

ELEMENTARY
Bradford
Channing
Chittick
Conley
Fairmount
Greenwood, J.
Hemenway
Roosevelt, J.
Shaw, P.
Taylor

DISTRICT 5

HIGH SCHOOL
Burke & Dorchester H.
MIDDLE
Champlain
Cleveland
Holmes &Wilson
ELEMENTARY
Brooks, P.
Dickerman
Endicott
Everett
Fifield
Greenwood, S.
Holland
Kenny
Marshall
Mather
Murphy
Motley
O'Hearn
Richards
Pochambeau
Stone

DISTRICT 6

HIGH SCHOOL
South Boston
MIDDLE
Dearborn
Gavin
McCormack
ELEMENTARY
Bigelow
Clap
Condon
Dever
Emerson
Fenwick
Mason, S.
O'Reilly
Perkins
Perry
Russell
Tuckerman
Tynan
Winthrop

DISTRICT 7

HIGH SCHOOL
Charlestown
Roxbury
MIDDLE
Edwards
Michelangelo
Timilty
ELEMENTARY
Bancroft
Blackstone
Bunker Hill
Eliot
Hale
Hurley
Kent
Prince
Quincy
Warren-Prescott-Holden

DISTRICT 8

HIGH SCHOOL
E. Boston
MIDDLE
Barners
Cheverus

ELEMENTARY
Adams
Alighieri
Bradley
Chapman
Kennedy, P.
Lyman
O'Donnell
Otis
Sheridan

DISTRICT 9

HIGH SCH. SPECIALIZED PROGR
Boston High English Lang.Ctr.
Boston Latin Ac ACC
Boston Latin Lab School
Boston Technical Metro Ed.Ctr.
Boston Trade ORT Jefferson
Copley Square Practical Nursing
English Dental Asst.
Madison Park
Mario Umana
MIDDLE POST GRADUATE
Martin L.King Boston Busi-
Charles Mackey ness
*Horace Mann-Renamed Phillis
Wheatley Mid
ELEMENTARY
Curley, James Jackson-Mann
Guild, C. McKay, Donald
Haley, D. Oltenberger, Wm.
Hennigan, J. Trotter, Wm.
Hernandez, R.

Section 1

Background of the School - University Partnerships in Boston

When Judge W. Arthur Garrity ordered a "second-stage" desegregation plan for the Boston Public Schools for implementation in September, 1975, he included commitments from universities and colleges in the area to an in-depth relationship to specific schools and districts. He expressed the objective of these pairing relationships as being

> "to support, assist, and participate in the development of educational excellence within and among the public schools of Boston ...to share in the direction and development of curriculum and instruction under court-sanctioned contracts with the School Department. These contracts shall be unique to each institution and its matching school..." May 10, 1975, Student Desegregation Plan pp 50f.

Massachusetts Commissioner of Education Gregory Anrig responded immediately with a commitment of state financial support to planning and program aspects of these relationships. He was able to make this commitment because of events which had occurred nearly a year earlier.

> Since 1965 the Massachusetts Racial Imbalance Law had been a unique state mandate to eliminate the isolation of minority students in certain schools - primarily in Boston and Springfield. As with many such laws, it encountered relatively little opposition until it was implemented forcefully. This forceful implementation began in 1971, with a series of orders by the Massachusetts Board of Education requiring the development and implementation of student transfer plans to reduce racial imbalance in Boston and Springfield. As these orders were upheld by the Massachusetts Supreme Judicial Court, the political opposition to the underlying law grew in the Legislature. Several times Governor Sargent's vetoes were all that stood in the way of repeal and abandonment of the state enforcement effort.
>
> 1974 was a gubernatorial election year; while Francis Sargent's eventually-successful opponent, Michael Dukakis, was not making desegregation a campaign issue, the Governor directed his staff to prepare alternatives to the existing statute. A collection of amendments, known as Chapter 636, was adopted in July 1974.
>
> These amendments had the effect of creating several financial incentive programs for school districts which took measures to reduce racial imbalance, while reducing sharply the power of the Massachusetts Board of Education to order such measures.

The timing of this legislation was significant: state-ordered racial balance plans were to go into effect in Boston and Springfield in September 1974. It is likely that many who supported the legislation did so under the impression that it would block the implementation of these plans. This hope was to be frustrated, since the Federal District Court ordered implementation of the Boston plan, and the Supreme Judicial Court that of the Springfield plan.

Under Section 1 of Chapter 636 the legislature appropriated $6 million for 1974-75 and then $6 million for 1975-76. Planning and initial implementation of the university pairings were funded in the summer of 1975 with the balance of 1974-75 funds, and since that time several million dollars each year of these state funds have been devoted to support of the university/college involvement and the related programs in the schools with which they are paired.

It fell to me, with my colleagues in the Bureau, to develop criteria for funding these programs, and these initial criteria are attached for the benefit of any who may be faced with the same challenge. It should be noted that we did not attempt to define specifically the kinds of services and objectives which would be appropriate. Instead we stressed a theme which we have continued to believe important: setting priorities at the school level, not in the outside institutions which seek to serve the schools. We had been concerned about the possibility that universities would tend to "sell" the programs which they currently offered, especially those which were suffering from declining student demand. We wanted to assure that the needs of each school would be identified through a real dialogue with the university partner.

By and large, our concern about this problem has largely vanished over the years. Certainly we found ourselves funding programs which the schools would not have designed or selected if given a totally open choice. In some cases these programs have come to be an effective part of the schools; in others, they have fallen away as other priorities arose. The impact of state funding was not unlike that of funding for research - not every line of approach proved useful, but many new directions were opened up which would have remained unexplored had we placed stricter requirements from the start. When offered a choice, many school people appeared grateful to explore the options offered by the universities, while most university representatives did their best not to overwhelm the schools with pre-packaged programs.

Over these few years of developing relationships, most partnerships have been strengthened to a remarkable degree as the partners learned to work together and to hear each other's constraints and concerns. Two or

three have not worked out and have been dissolved by mutual consent, but far more have been established voluntarily, and there are now more than twice as many partnerships as were included in Judge Garrity's original order.

For 1978-79 the Board of Education has granted $2,411,580 of state funds to support 42 university-school pairings.

In what ways have the university pairings contributed to the process of school desegregation in Boston?

While this is not an evaluation report, I will offer a few suggestions based upon my own observations and participation over these past years.

At their best, the pairings or partnerships offered a flexible resource which could be applied to meet emergent needs without the delays and other constraints which frequently limit school system response. The index of components which Mrs. Munoz-Bennett has prepared illustrates the wide diversity of programs and services which has evolved.

It is worth pausing over this point. The expectation of the reader might well be to find that the university partnerships had concentrated on a few clearly-defined forms of assistance which are "appropriate" for institutions of higher education to render, such as staff development, research planning, and the like. In fact, the services actually rendered cover nearly the full range of school needs.

Does this argue that a state of confusion and lack of focus has existed? Certainly there has been abundant confusion as Boston has desegregated, but by and large the interaction between the individual school and the individual university or college has been a source of purposeful response to change. Perhaps the necessity of writing an annual proposal for state funding has helped both parties to each pairing to reassess regularly and to state clearly what they hoped to accomplish. The fact that these objectives have ranged so widely suggests that there has been a real responsiveness to school needs and a willingness to develop new program approaches.

When the pairings were first established, by the May 1975 Order, there was an expectation in some quarters that the prestige of the universities would be their main contribution, in an effort to create parental confidence in the desegregated Boston schools. My observations suggest that the prestige factor has not made an especially significant contribution - the high school paired with Harvard University is attracting an average of thirty white students a day in October 1978 - but that (contrary to some expectations) the universities and colleges have gotten down to work and made substantial contributions.

Some of these institutions may in fact have become more deeply involved than originally expected, and the availability of state funding has unquestionably made this possible.

The readjustment of expectations on both sides has been an on-going and sometimes painful process. The willingness to go through such negotiations is not the least significant part of the story of these relationships. This willingness, in so many institutions and so many schools, suggests that a new mode of working together will persist beyond the phase of active desegregation.

Nearly ten years ago I took part in a study of the Boston School System headed by Joseph Cronin, in the course of which university and school representatives were brought together to examine the obstacles to closer collaboration, and to identify the areas in which such collaboration would be valuable. These areas were:

> "teacher training, provided the trainers have some urban experience and can prepare the potential teacher for the reality of an urban classroom;
>
> "evaluation assistance, as rigorous and professional as the resources permit and guidelines require;
>
> "feedback on research, with constructive criticism directed first to school officials;
>
> "assistance in anticipating for future educational, medical, mental health, legal and social problems and in proposing remedies that an urban school system might use; and
>
> "ideas on curriculum development and on special education and educational specifics, like reading."

One of the most striking aspects, for me, of this retrospective overview of the university partnerships by Mrs. Muñoz-Bennett is the incomparably broader and more direct involvement of the colleges and universities in Boston schools than we dared to anticipate ten years ago.

In another ten years we may well conclude that the most profound impact of desegregation upon the Boston schools was to open up the schools to a host of new influences and sources of energy- cultural agencies, community groups, businesses- and that the colleges and universities have made a distinctive and lasting contribution to the health and diversity of this urban school system.

Charles Glenn, Director
Bureau of Equal Educational
Opportunity

BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY
COMMONWEALTH OF MASSACHUSETTS DEPARTMENT OF EDUCATION
182 TREMONT STREET BOSTON MASSACHUSETTS 02111

MEMORANDUM

TO: Commissioner

FROM: Charles Glenn, Charles McMillan, Karl Fuller

DATE: June 23rd, 1975

SUBJECT: Criteria for University/School Funding

The three of us met on June 6th to review the preliminary drafts developed by institutions cooperating with Boston schools or districts. In the course of this all-day meeting we developed criteria which have subsequently served as the basis for our critiques and comments to the proposal authors, as well as to the Boston staff with whom we have worked in this process.

1. Each proposal must show clearly how it will contribute to the successful implementation of the Student Desegregation Plan. This might take the form of general support and assistance to school or district staff in preparing for September, or that of work with school staff to develop or improve a specific magnet program.

2. Each proposal must show evidence of cooperation with school and district staff in its development, and must meet locally-defined priorities, not those of the institution.

3. Each proposal must show how parents will be involved in the planning process, and how they will be compensated for their participation, if extensive commitments of time are appropriate.

4. Each proposal involving professional staff should also include representatives of paraprofessional staff, if they will be part of the educational team in the school.

5. University staff salaries should be calculated on the basis of the institution's regular salary levels for the particular personnel involved. If this is impractical, a rate of $75 per diem should be used unless another rate is specifically justified.

6. Each planning project should include, among its objectives, the development of an action plan for the 1975-76 school year, no later than September 30th. Such an action plan may include proposals for additional funding under Chapter 636 Section 1 or 8 or other funding programs administered by the Department of Education. Assistance in the development of action plans and funding proposals will be rendered by the Urban Support Team at the GBREC and 182 Tremont Street.

7. Each proposal should detail the Boston staff participation required for the summer, separate from the rest of the budget.

8. A report should be provided to EEO on activities carried out by July 30th and September 30th. If the contracts with the Boston School Committee specify more frequent reports, copies of such reports may be substituted, provided that they include such information as EEO may specify by July 15th.

9. Each project is encouraged to include information dissemination as a summer activity.

10. All fringe benefits and overhead charges included in the budgets should be explained in detail.

Review Process for University Pairings

If asked to describe the review process for university pairing proposals, many individuals associated with these proposals would probably reply, "It's like walking a gauntlet lined with varying district, city and state rules, regulations and priorities." This statement is a fairly accurate description of the many steps that a proposal is subjected to in the period between proposal development and actual proposal implementation.

When and how does the process for review of a university pairing proposal begin? The Chapter 636 proposal form requires the endorsement of the principal and the Racial Ethnic Parent Council (R.E.P.C.) for the school or schools in which the program will be operating. Obtaining these signatures is for many the first step in the review process since these endorsements indicate that the proposal has been screened by these groups, that the proposal meets the needs of the school and is satisfactory to the endorsers. In some cases the principal or the R.E.P.C. may withhold their signatures until certain questions are answered or modifications in the proposal are made.

Proposals that have been endorsed by principals and R.E.P.C.s are then placed into one of two groups. Group 1 proposals are those projects that pair universities with an entire district and the single school university pairings formed in the Boston Public School system since 1977. These proposals are reviewed by the district review panel which also reviews all other Chapter 636 proposals for that district. District review panels meet in the community school district and are composed of a student representative, an elementary and secondary teacher, a principal, Community District Advisory Council (CDAC) parent representatives, the district Chapter 636 coordinator and optional university or cultural agency representatives. The role of the district review panel is to screen proposals for educational quality, decide which proposals should receive district funding and recommend approved proposals to the Grants Administration Office of the Boston School Department. At least one workshop is offered by the Bureau of Equal Educational Opportunity to district review panels concerning how to screen Chapter 636 proposals.

Group 2 proposals, defined for this paper as a university paired with a single school proposal that was formed by the 1975 Boston Desegregation Order before 1977, is not reviewed by the district review panel. After receiving the endorsement of the principal and R.E.P.C., proposals in this category are forwarded to the Boston School Department Grants Administration Office, which screens the proposals for conformity to union regulations and school committee priorities. As evidence of its endorsement, this office approves the budget of each university pairing proposal and recommends approved proposals to the Boston School Committee and to the Superintendent. The Grants Administration Office also performs these functions in relation to the Group 1 proposals recommended to them.

Once approved by the Grants Administration Office, Group 2 pairing proposals are reviewed by an advisory panel organized by the Bureau of Equal Educational Opportunity. These panels are convened at the Department of Education and are composed of at least one CDAC parent representative, a

student representative, a university pairing coordinator and Bureau of Equal Educational Opportunity staff. University pairing coordinators who are members of the panel may not review and rate their own proposals. The role of this advisory panel is to screen proposals for conformity with established Board of Education program guidelines and to make recommendations to the Bureau of Equal Educational Opportunity concerning the educational quality of proposals. Requested modifications may be minor, such as clarifying a budget item, or major, when proposal developers are instructed to rewrite an entire proposal.

In fiscal year 1979, 7 advisory panels reviewed 23 university pairing proposals. Of the 23 proposals reviewed, 8 were approved as written, and 15 were held pending modifications suggested by the panel and Bureau staff.

After the advisory panel meeting, Bureau staff are responsible for writing to appropriate principals, university coordinators, district superintendents and the Grants Administration Office to inform them of the findings of the Bureau and its advisory review panels. With the assistance of the Grants Administration Office, Bureau staff negotiate areas of concern in the proposals with those individuals responsible for the project. Once agreement is reached and written responses to Bureau concerns are on file with each proposal, the Bureau of Equal Educational Opportunity recommends approved university pairing proposals to the Board of Education for funding.

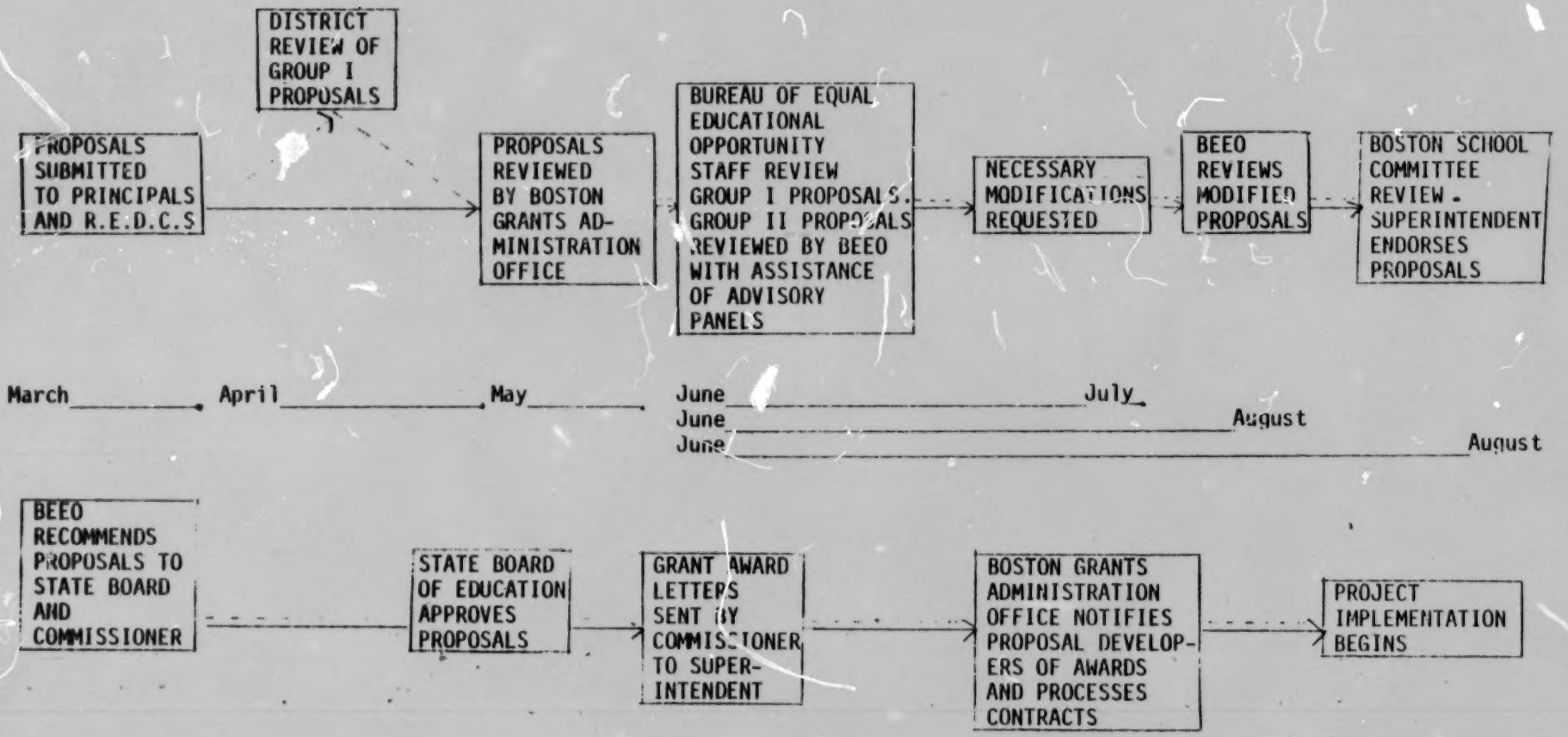
The Board of Education and the Commissioner of Education review a summary of each recommended proposal which describes proposal objectives, activities, budgetted items, and students and staff to be served by the project. Based on this review and on questions that the Board and Commissioner may ask of Bureau staff, the Board decides to fund or hold pairing proposals. Since the beginning of the pairing idea the Commissioner and Board of Education have been very supportive of the university pairings and because of this support the number of pairings has increased from 27 in fiscal year 1976 to 42 in fiscal year 1979.

Immediately after the Board meeting the Commissioner of Education notifies the Superintendent of all proposals that the Board has decided to fund. The Superintendent informs the Grants Administration Office and the Grants Administration Office communicates the Board's decisions to district superintendents, university coordinators and principals. The Grants Administration Office then processes all contracts necessary for projects to begin implementation. And, if all the steps of proposal review proceed according to plan, only six months have elapsed since the initial sign-offs were obtained and actual project implementation.

As you can see from the description of the review process outlined above, timely project implementation requires the cooperation of Boston School Department personnel, the Boston School Committee, university staff, Department of Education staff and the state Board of Education.

Danette Jones Vilakazi

REVIEW PROCESS FOR UNIVERSITY PAIRING PROPOSALS


PROPOSALS SUBMITTED TO PRINCIPALS AND R.E.D.C.S
DISTRICT REVIEW OF GROUP I PROPOSALS
PROPOSALS REVIEWED BY BOSTON GRANTS ADMINISTRATION OFFICE
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY STAFF REVIEW GROUP I PROPOSALS. GROUP II PROPOSALS REVIEWED BY BEEO WITH ASSISTANCE OF ADVISORY PANELS
NECESSARY MODIFICATIONS REQUESTED
BEEO REVIEWS MODIFIED PROPOSALS
BOSTON SCHOOL COMMITTEE REVIEW - SUPERINTENDENT ENDORSES PROPOSALS
March
April
May
June
July
June
August
June
August
BEEO RECOMMENDS PROPOSALS TO STATE BOARD AND COMMISSIONER
STATE BOARD OF EDUCATION APPROVES PROPOSALS
GRANT AWARD LETTERS SENT BY COMMISSIONER TO SUPERINTENDENT
BOSTON GRANTS ADMINISTRATION OFFICE NOTIFIES PROPOSAL DEVELOPERS OF AWARDS AND PROCESSES CONTRACTS
PROJECT IMPLEMENTATION BEGINS
July
AUGUST
August
September
September

GROUP I PROPOSALS - UNIVERSITY PAIRING PROPOSALS THAT GO THROUGH DISTRICT REVIEW PANELS
GROUP II PROPOSALS - UNIVERSITY PAIRING PROPOSALS THAT GO THROUGH BEEO ADVISORY REVIEW PANELS

Profiles and Analysis

Program Profile

District	School	Type Program	Description of Pairing	College, University	College Coordinator	School Coor
1 *	All District 1 Schools (Brighton) District Office 50 Beecheroft St. Brighton, MA 02135	Multi-cultural Support	Bilingual instruction in bilingual math projects; occupational awareness; A Language to Share; Multi-cultural education; Increased parent involvement; Resource dissemination	Boston University 704 Commonwealth Ave. Boston, MA 02115	Dr. Miriam Clasby Dr. Don Davies Co-directors	Joanne Collins Burnell
1	All District 1 Schools District Office 50 Beecheroft St. Brighton, MA 02135	Staff Development	A Chapter 766 support program Training as generic specialist teachers. Two year program of workshops, in-service support and courses.	Regis College 235 Wellesley Street Weston, MA 02193	Sister Loretto Hegarty Regis	Margaret Dennison
2	All District II Schools District Office Theodore Parker School Church Street West Roxbury, MA 02132	Staff Development	A Chapter 766 support program Two year training program for teachers as generic specialists. Training for parents, administrators.	Simmons College 300 The Fenway Boston, MA 02115	Carolyn Hamlet	Robert Mannis
2	All District II Schools District Office Theodore Parker School Church Street West Roxbury, MA 02132	Language Arts	Workshops for teachers and in-class support activities to develop teacher skills and techniques; activities to integrate language arts in entire curriculum	Wheelock College 200 The Riverway Boston, MA 02215	Karen Worth	Edmund Sheehan
2	Rosditch School 82 Green Street Jamaica Plain 02130	Diagnostic Prescriptive Program	Diagnostic Prescriptive program for teachers, in-service training, media approaches and development; diagnostic instrument development; media approaches to basic skills instruction	Boston State College 625 Huntington Ave Boston, MA 02112	J.R. Rothermel Director Program Development and Research	A. A. Abruzzese Principal
2 *	Jamaica Plain High 70 Elm Street Jamaica Plain MA 02130	Supportive Services	Direct supportive services to pupils in Enrichment reading, tutoring, pupil initiated activities, curriculum development in basic skills, expanded opportunities	Simmons College 300 The Fenway Boston, MA 02115	Bard Rogers Hamlen Department of Ed.	Edward F. McHugh Principal Philip Moskoff Teacher Coordinat

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District		School	Type Program	Description of Pairing	College, University	College Coordinator	School Coor
3	*	All District III Schools District Office Mattahunt School 100 Hebron Street Mattapan, MA 02126	Technical Assistance in Supplementary Educational Programs	Establishment of Diagnostic classrooms; training of generic specialist teachers: diagnostic prescriptive reading; student leadership; parent training outreach; collaborative orientation, planning for the talented and gifted.	Boston College Chestnut Hill MA 02167	George T. Ladd Maida Broadbent	John F. Kelly
4		District IV Schools (1/77-6/77)	Staff Development	Training and support services in mainstreaming special needs pupils, preparing assessments and plans, career education.	Massachusetts State College System	MA This program functioned only from January 1977 to June 1977	MA
4	*	Hyde Park High 655 Metropolitan Ave. Hyde Park, MA 02136	Supportive Development	Enrichment program in the areas of academics, culture and human relations; reading, multi-media arts and crafts and art center drama program; career and college counseling; Big Brother/ Big Sister college bound program, career education; outdoor action, attendance outreach	Stonehill College O'Hara Hall North Easton. MA 02356	George Rogers	Ben Diclatien
5	*	All District V Schools District Office Thomas Leen School 65 Bailey Street Dorchester, MA 02124	Supportive Services	Staff development activities; curriculum development; pupil assistance; environmental studies; psychological services; secondary reading assistance	Boston State College 625 Huntington Ave. Boston, MA 02112	John R. Rothermel	Mary Crehan
5		Jeremiah Burke High School 60 Washington St. Dorchester MA 02121	Communications Arts	Curriculum development; staff development; courses for pupils; pupils positive reward program; support for pupils with special needs.	Massachusetts College of Art 364 Brookline Avenue Boston, MA 02215	Marianne Benson	William B. Martin
6		All District VI Schools District Office 1216 Dorchester Ave Dorchester, MA 02122	Instructional and Pupil Support Program	District VI resource center, Diagnostic resource program, multi-cultural arts and education; tutoring; instructional support and multi-cultural resource center.	University of Mass. Harbor Campus Institute for Learning & Teaching Building 010, 6th Floor Boston, MA 02125	Dorothy Berman	Joseph McDonough

District		School	Type Program	Description of Pairing	College, University	College Coordinator	School Coor
6		South Boston High 95 G Street South Boston, MA 02127	Staff Development	A two-year master's degree program for teachers that emphasises the use of problem-solving techniques in an interdisciplinary organization.	Salem State College Lafayette Street Salem, MA 01970	Stephen Clarke	Geraldine Kozberg
6	*	South Boston High 95 G Street South Boston MA 02127	Support Staff Development	A field based Bachelor of Arts program in community service especially designed for the support staff.	University of Mass. Boston (CPCS) 100 Arlington St. Boston, MA 02116	Nancy Hoffman	Geraldine Kozberg
7	*	All District VII Schools (Elementary and middle) District office 885 Washington St. Boston, MA 02111	Developmental Education Program	Social Studies curriculum up-date and implementation; district-wide handbook; math; communication	Northeastern University 137 Richards Hall Northeastern University 360 Huntington Avenue Boston, MA 02115	George C. Coffin	John McGourty
7	*	Charlestown High 30 Monument Square Charlestown MA 02129	Individualized Instructional Program	Learning center for development instruction in basic skills; individualized instruction in reading/writing skills development, and pre algebra skills building; cultural enrichment and career education programs.	Bunker Hill Community College Charlestown, MA 02129	William M. Craft Dean Open College	Vincent A. Brnudis, Jr
7	*	Roxbury High 35 Greenville St. Roxbury, MA 02119	Basic Skills Development	A multiple approach to learning; workshops for teachers on issues relating to special needs pupils; parent outreach; tutorial assistance; reading program; career education; math-computer program; early childhood program.	Harvard University 3 Garden St. Cambridge, MA 02138	Sarah Robinson	Charles F. Ray

District		School	Type of Program	Description of Pairing	College, University	College Coordinator	School Coordinator
		(Elementary Schools)					
9		Curtis Guild 5 Ashley St. East Boston MA 02128	A Creative and Innovative Language Arts Program	Language Arts; special events assembly; individualized reading; language arts fair; creative writing journal	Lesley College Graduate School 29 Everett Street Cambridge, MA 02138	Leonore D. Parker	John Vozella Principal
9		Dennis Haley 570 American Legion Highway Roslindale MA 02131	A Science Enrichment Program	Individualized instruction in Scinece, reading, enrichment programs in science, reading physical education	Wheelock College 200 Riverway Boston, MA 02215	Karen Worth	Robert Berry Principal
9		Jackson-Mann 500 Cambridge St. Allston, MA 02134	A Total Communication Project	Basic program for instructional support in language/communication; staff development; parent outreach; motor skills development.	Boston University 704 Commonwealth Avenue Boston, MA 02215	Allan Alson	
9	*	James M. Curley Pershing Road Jamaica Plain MA 02130	A Support and Development Program	Mainstreaming program; basic skills-math; music enrichment; parent involvement; library	Wheelock College 200 The Riverway Boston, MA 02215	Karen Worth	George Guptill
9	*	James W. Hennigan 200 Heath Street Jamaica Plain MA 02130	An Academic Enrichment Program	Enrichment and skills reinforcement support program; reading; parent communication; parent volunteers in school activities; library, psychological services	Lesley College Graduate School 29 Everett Street Cambridge, MA 02138	Karen Allan Becky Kent	Mary Macchi
9		Nathan Hale 51 Cedar Street Roxbury MA 02119	A Basic Skills and Extended Kindergarten Program	Emphasis on basic skills for low achievers; Tutoring; Extended day Kindergarten Parent Outreach	Wheelock College 200 The Riverway Boston, MA 02215	Karen Worth	Pasquale Lochiatto Principal

District	School	Type of Program	Description of Training	College, University	College Coordinator	School Coordinator
9	Rafael Hernandez 370 Columbia Rd. Dorchester MA 02125	An Expressive and Performing Arts Program	Non-verbal learning opportunities that include instruction in music, guitar, physical education. A Language of all cultures project	Boston University 704 Commonwealth Ave. Boston, MA 02115	Jaime Wurzel	Maria Geddes Principal
9 *	W. Ohrenberger 175 West Boundary Rd. West Roxbury MA 02132	A Staff Development Program	Expansion of existing school program; supplementing current school staff; extended programs in science, phsycial education, parent involvement; library multi-cultural program, tutorial; special needs; resource parent program; guidance internship	Emmanuel College 400 The Fenway Boston, MA 02115	Sr. Janet Eisner and Pauline Schafer	Mary T. Connolly Principal
9	H. Monroe Trotter 135 Humoldt Ave Roxbury MA 02121 (Middle Schools)	A Basic Skills Development Program (with parental involvement)	Combination of open and traditional educational methods; maximum development of basic skills and enhancement in math, reading and writing	Curry College (78-79) Milton, MA 02186 former pairing with Suffolk University	Sandra Stotsky and James Salvucci	Barbara L. Jackson Principal
9	Martin Luther King 77 Lawrence Avenue Dorchester MA 02121	A Language Arts Program	Inservice courses in Language skills development; career exploration and resources; parent involvement; curriculum sharing and development; bilingual resources; math skills; and skill related technical assistance	Institute of Open Education Antioch Graduate School 15 Mifflin Place Cambridge, MA 02138	Rita R. James	Lois Bouchard
9 *	Charles E. Mackey 90 Warren Ave. Boston MA 02116	An Arts and Humanities Program	Core curriculum with emphasis on individualization and basic skills; fine arts; arts apprentice; Language arts; creative writing; journalism; human dynamics; health education program; Life science; social science; individualized learning; artist-in-residence; student performances.	Mass. College of Pharmacy 179 Longwood Avenue Boston, MA 02115	Benjamin Hershenson and Amy Lezberg	Lloyd Leake Principal

District	School	Type of Program	Description of Pairing	College, University	College Coordinator	School Coordinator
9	Phillis Wheatley 20 Kearsage Ave. Roxbury, MA 02119	A Career Education Program	(1976-78) vocation seeking skills improvement; mini boutique; industrial crafts; food service and hospitality; video; career information center; curriculum development; math; library	Suffolk University Pairing changed in the FY'78	NA	NA
			(1978-79) indoor garden emporium; developmental writing and library programs	Salem State College Lafayette Street Salem, MA 01970	John Mack	Frank Puppi
	(High Schools)					
9	All Non-Examination High Schools ACC The Peter Faneuil School 60 Joy Street Boston, MA 02108	A Guidance Counselling Program	"Another Course to College" Career and Guidance Counselling; Course in Career Awareness and Study skills and habits; staff development; career resource.	University of Massachusetts, Harbor Campus Boston, MA 02125	Dorothy Berman	John Regan
9	Boston High School 332 Newbury St. Boston, MA 02115	A Supplementary Support Program	Remedial tutoring in reading and mathematics.	Boston State College 625 Huntington Avenue Boston, MA 02112	John R. Rothermel	James Keenan
9 *	Boston Latin Academy 380 Talbot Ave. Dorchester, MA 02124	An Educational Support Program	Support services in a variety of academic subjects; tutoring; pre-admission program: Regis Campus Program; multi-cultural program; enrichment courses; communications communications and human relations;	Regis College English Department 235 Wellesley St. Weston, MA 02193	Mary L. Malany	M. Louise Dooley Acting Head Master
9 *	Boston Latin School 78 Ave. Louis Pasteur Boston, MA 02115	A Career - College Preparatory Education Program	Career and College Counselling; the arts; languages; mathematics; computer technology; athletics and special events; summer orientation and instruction program; tutoring; college courses for seniors.	Wellesley College Music Department Wellesley, MA 02181	Anne Dhu Shapiro	Michael Contompasis

District		School	Type of Program	Description of Pairing	College, University	College Coordinator	School Coordinator
9	*	Boston Technical High School 205 Townsend St. Dorchester, MA 02121	A Curriculum Development, Enhancement and Modification Program.	(1976-78) computer science; engineering design; engineering explorations; science explorations; drama and reading. (1978-79) Reading in the content area; computer science.	Tufts University Department of Ed. Lincoln-Filene Center Medford, MA 02155	Diane Manning and James O'Leary	Richard Moorhouse
9	*	Boston Trade Comprehensive High 550 Parker St. Boston, MA 02120	A Basic Skills Development Program	Intensive and direct support for pupils in basic skills in mathematics, reading and comprehension. Tutorial and in-service programs.	Suffolk University School of Education 41 Temple St. Boston, MA	Joseph McCarthy	Sr. Mary Conwell
9	*	Copley Square High School 150 Newbury St. Boston, MA 02116	A Communications Arts Program	Communications Skills improvement through programs in mass communication, speech, developmental reading, theatre, career education, affective education and greater parent involvement.	Emerson College 148 Beacon St. Boston, MA 02116	Philip Amato Bert Malatesta and Vic Silvestri	Barbara Berman
9		Copley Square High School 150 Newbury St. Boston, MA 02116	An Individualized Supplementary Instruction Program	Individualized and Supplementary instruction in mathematics; remedial; supportive tutorial help; in-service training; career exploration in mathematics.	Suffolk University Department of Education 41 Temple St. Boston, MA 02114	Joseph McCarthy	Ann Grady
9		All District IX Schools District Office Madison Park High 55 New Dudley St. Roxbury, MA 02120	A Tutorial Teacher Aide Program (English Language Center)	Supplemental support service to teachers; tutorial to non-english speaking immigrants; developmental education; cross-cultural interaction program.	Emmanuel College 400 The Fenway Boston, MA 02115	Sr. Janet Eisner and Sr. Margaret Pauline Young	William J. Mallen

District		School	Type of Program	Description of Pairing	College, University	College Coordinator	School Coordinator
9		All District IX Schools District Office Madison Park High 55 New Dudley St. Roxbury, MA 02120	A Staff Development Program	A Chapter 766 support program In-service training as generic specialist teachers; program development.	Regis College 235 Wellesley St. Weston, MA 02193	Sr. Anne Mary Kelly	Claudia J. Davis
9	*	English High School Avenue Louis Pasteur Boston, MA 02115	A Theatre Arts (MODEL) Program	Methods of Developing Effective Learning; Theatre Arts curriculum development; theatre arts for bilingual pupils; occupational skills through theatre arts; parental involvement	Brandeis College Waltham, MA 02154	Martin Halpern and Gregory Shesko	
9		English High School Avenue Louis Pasteur Boston, MA 02115	Career Exploration within the Art curriculum	Extensive Art program course offerings; staff/curriculum development; career education and exploration.	Massachusetts College of Art 364 Brookline Avenue Boston, MA 02215	Diane Korzenik and Debbie Applebaum	Christopher P. Lane
9		English High School Avenue Louis Pasteur Boston, MA 02115	A Staff Development Program	Development of Effective Learning programs; staff development; curricula development; center for secondary educational options; direct pupil services; alternative resource center.	University of Massachusetts 123 School of Education Amherst, MA 01002	Richard J. Clark	Philip Stec
9		Madison Park High School 55 New Dudley St. Roxbury, MA 02119	Support in Several Subject Areas	Improvement of performance standards of both pupils and faculty; basic skills; mathematics tutors; social studies curriculum development; music and theatre; media and communications; science; physical education; bilingual program; parent outreach.	Northeastern University 137 Richards Hall 360 Huntington Ave. Boston, MA 02115	Gregory C. Coffin and Gloria Bowens	Thomas P. Hennessey

Program Profile

District	School	Type of Program	Description of Pairing	College, University	College Coordinator	School Coordinator
9 *	Mario Umana High School 312 Border St. East Boston, MA 02108	A Secondary Technical Education Project	(1976-78) Aviation technology; Computer Science; Environmental science; Electronics; Instrumentation; Medical technology; Environmental Science (1978-79) Curriculum revision and staff development; Program development (Social studies/Humanities) Skills development; career awareness; scientific and technical services; extended computer capability; and media technology.	Massachusetts Institute of Technology 208-129 MIT Cambridge, MA 02139 Wentworth Institute of Technology 550 Huntington Ave. Boston, MA 02115 Massachusetts Port Authority.	Stanley Russell Director STEP Peter Philliou Charles Costello Susan Kirkpatrick	Gustave Anglin Principal Domenic Amara

* Indicates pairings which were included in the second stage desegregation plan ordered by Judge W. Arthur Garrity on May 10th 1975.

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PROGRAMS THAT HAVE COMPLETED THEIR CYCLE OF ACTIVITIES

District	Schools	College/University	Type Program	Description	PROGRAM PROFILE Funding FY77	FY78
A1	All Boston High Schools	Boston State College	Flexible Admissions Pre-College Program	Intensive remedial Basic skills; and business education program - English, math and secretarial skills; specialized areas in insurance, real estate, manufacturing, medical and legal services, government and marketing.	$40,000	___
# 2	All District 2 Schools	Simmons College	A Staff Development Program	Chapter 766 support program. Two year training program for teachers as generic specialists. Training for parents, administrators.	$47,320	$34,540
# 4	All District 4 Schools	Simmons College	A Staff Development Program	A Chapter 766 support program, Pupil support; teacher aide support; leadership training seminars for regular and special education administrators.	$22,690	$28,350
4	All District 4 Schools	Mass State College System	Staff Development	Training and support services in mainstreaming special needs pupils, preparing assessments and plans, career education.	$28,108	___
#6	All District 6 Schools	Simmons College	Staff Development	A Chapter 766 support program. Pupil support, teacher aide support; in-service training and seminars for regular class teachers and special education teachers; support activities for administrators.	$25,208	$5,600

These programs are still in operation but now funded through Special Education funding sources. Throughout the three years the three programs received additional funds from Bureau for Education for the Handicapped.

Fiscal Profile

District	Institute	School District	Funding Costs FY75	FY76	FY77	FY78	FY79
1	Boston University	Brighton 1	$ 65,852	$ 80,000	$ 226,842	$ 220,821	$ 91,478
1	Regis College	Dist.1Schs	-	-	-	19,350	20,000
2	Boston State College	Bowditch	-	-	-	3,000	3,694
2	Simmons College	J.Plain HS	44,940	83,142	93,000	93,000	89,280
2	Wheelock College	District 2	—	—	13,000	33,456	40,780
3	Boston College	Dist.3 schs	49,961	215,916	205,000	163,470	130,000
4	Stonehill Coll.	Hyde Park HS	40,943	107,000	107,000	107,000	102,533
5	Boston State Coll.	Dist.5schools	60,900	192,310	87,000	82,839	82,430
5	Mass.Coll of Art	Burke HS	-	-	46,249	46,000	44,160
6	Salem State Coll.	South Boston High	-	-	-	20,060	18,000
6	Unv. of Mass.	South Boston High	-	-	19,188	-	5,441
6	U. Mass Boston	Dist.6 schools	51,043	224,021	207,416	200,051	237,000
7	Bunker Hill Comm. College	Charlestown High	45,715	108,227	89,000	89,000	85,945
7	Harvard University	Roxbury HS	40,012	79,933	79,000	79,000	75,932
7	Northeastern U.	All exc. Roxbury & Charlestown	-	-	125,000	89,737	109,625
9	Antioch Institute	King Middle	-	104,245	95,000	95,183	91,200
	Sub-total per year		399,366	1,194,794	1,392,695	1,341,967	1,227,498
	Page total						$5,556,320

FISCAL PROFILE

District	Institute	School District	FY75	FY76	Funding FY77	Costs FY78	FY79
9	Boston State College	Boston H.S.	-	-	1,320	$ 5,638	$ 5,638
9	Boston University	Jackson Mann	-	-	16,000	14,797	14,858
9	Boston University	Rafael Hernandez	-	-	-	7,431	11,648
9	Brandeis Univ.	English HS	-	-	91,000	91,000	87,360
9	Curry College	W.M. Trotter	-	-	-	-	25,506
9	Emerson College	Copley HS	$ 34,351	$ 101,797	99,000	99,000	80,118
9	Emmanuel College	Dist.9 schools	-	-	-	5,000	4,800
9	Emmanuel College	Ohrenberger	7,492	57,858	57,000	57,000	54,700
9	Lesley College	Hennigan	50,000	66,078	59,401	59,965	57,599
9	Lesley College	C. Guild	-	-	19,936	20,000	19,200
9	Mass.Coll. of Art	English HS	19,298	47,442	45,000	45,000	43,200
9	Mass Coll. of Pharmacy	C.Mackey Middle	27,324	77,871	91,000	91,386	87,338
9	MIT & Wentworth	Umana Harbor	-	146,000	144,997	144,929	139,129
9	Northeastern U.	Madison Park	62,769	155,000	130,000	131,226	124,706
9	Regis College	Dist.9 Schools	-	-	25,000	31,707	17,793
9	Regis College	Latin Academy	37,420	42,520	41,962	41,999	40,731
9	Salem State College	P.Wheatley Middle	-	-	-	-	27,000
9	Suffolk Univ.	Trotter	60,691	32,593	27,862	25,506	-
9	Suffolk Univ.	Wheatley Middle	-	-	32,990	26,209	-
	Sub-total per year		299,345	727,159	882,468	897,793	841,324
	Page total						$3,648,089

FISCAL PROFILE

District	Institute	School District	Funding Costs FY75	FY76	Funding FY77	Costs FY78	FY79
9	Suffolk Univ.	Copley HS	inc.above	$ 42,502	$ 30,057	$ 28,184	$ 27,816
9	Suffolk Univ.	Boston Trade	inc.above	-	-	$ 24,001	25,583
9	Tufts University	Tech.High	$ 40,000	58,246	49,999	43,434	47,897
9	Univ. of Mass.Boston	All Non-examination HS/ACC	-	-	20,290	17,280	17,000
9	U/Mass.Amherst	English HS	-	85,951	75,000	75,000	72,000
9	Wellesley College	Boston Latin	32,050	54,024	53,000	53,384	50,880
9	Wheelock College	Nathan Hale	-	-	-	-	19,694
9	Wheelock College	Haley	-	-	32,450	25,418	27,808
9	Wheelock College	James M.Curley	25,037	47,107	47,825	48,000	54,080
	Sub-total per year		97,087	330,332	308,621	314,701	342,758
	Page total						$1,393,499
	Total per year (pp 1,2,3)		595,798	2,252,385	2,583,784	2,554,461	2,411,580
	Total spent over 5 years on current programs						$10,597,903

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FISCAL PROFILE

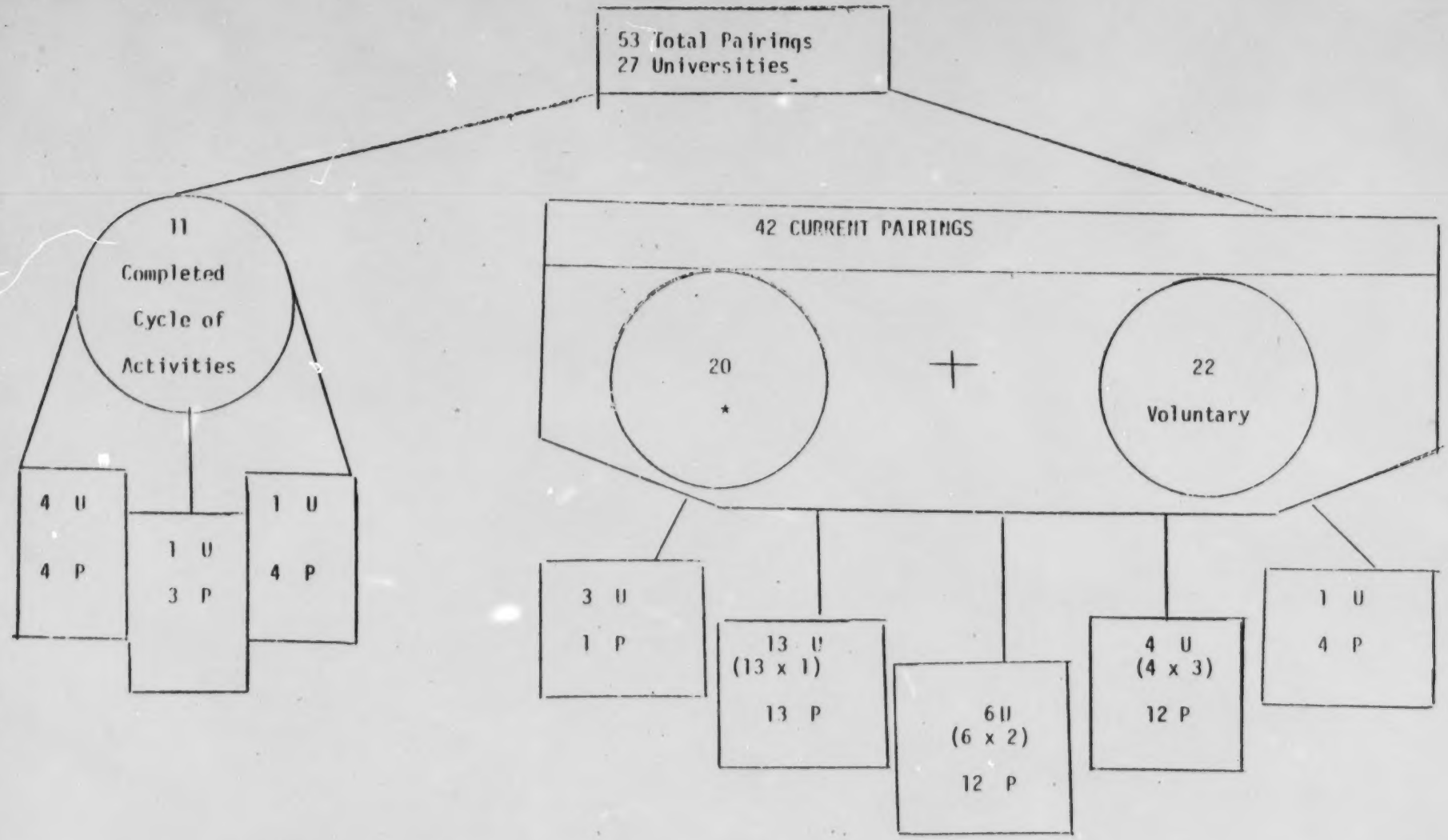
PROGRAMS THAT HAVE COMPLETED THEIR CYCLE OF ACTIVITIES

District	Institute	School District	FY75	FY76	FY77	FY78	FY79
All	Boston State College	All Boston High Schools	-	-	$ 40,000	-	-
2	Simmons College	All District 2 Schools	-	-	47,320	$ 34,540	-
4	Mass.State Coll. System	Dist.4 schs	-	-	28,108	-	-
4	Simmons College	All District 4 Schools	-	-	22,690	28,350	-
6	Simmons College	All District 6 Schools	-	-	25,208	5,600	-
6	University of Massachusetts, Boston	All District 6 Schools	-	-	-	15,150	-
6	University of Massachusetts, Boston	All District 6 Schools	-	-	-	43,521	-
6	University of Massachusetts, (ILT) Boston	All District 6 Schools	-	-	29,978	-	-
6	University of Massachusetts,	South Boston High	-	-	8,821	-	-
7	Northeastern University	All District Schools	-	-	10,705	-	-
9	Suffolk University	Horace Mann	-	-	32,990	-	-
					245,820	161,701	

Total spent on programs that have completed their cycle $ 407,521

Total spent per year on all programs to date	$595,798	$2,252,385	$2,829,604	$2,716,162	$2,411,580
GRAND TOTAL					$11,005,429

Pairings Analysis

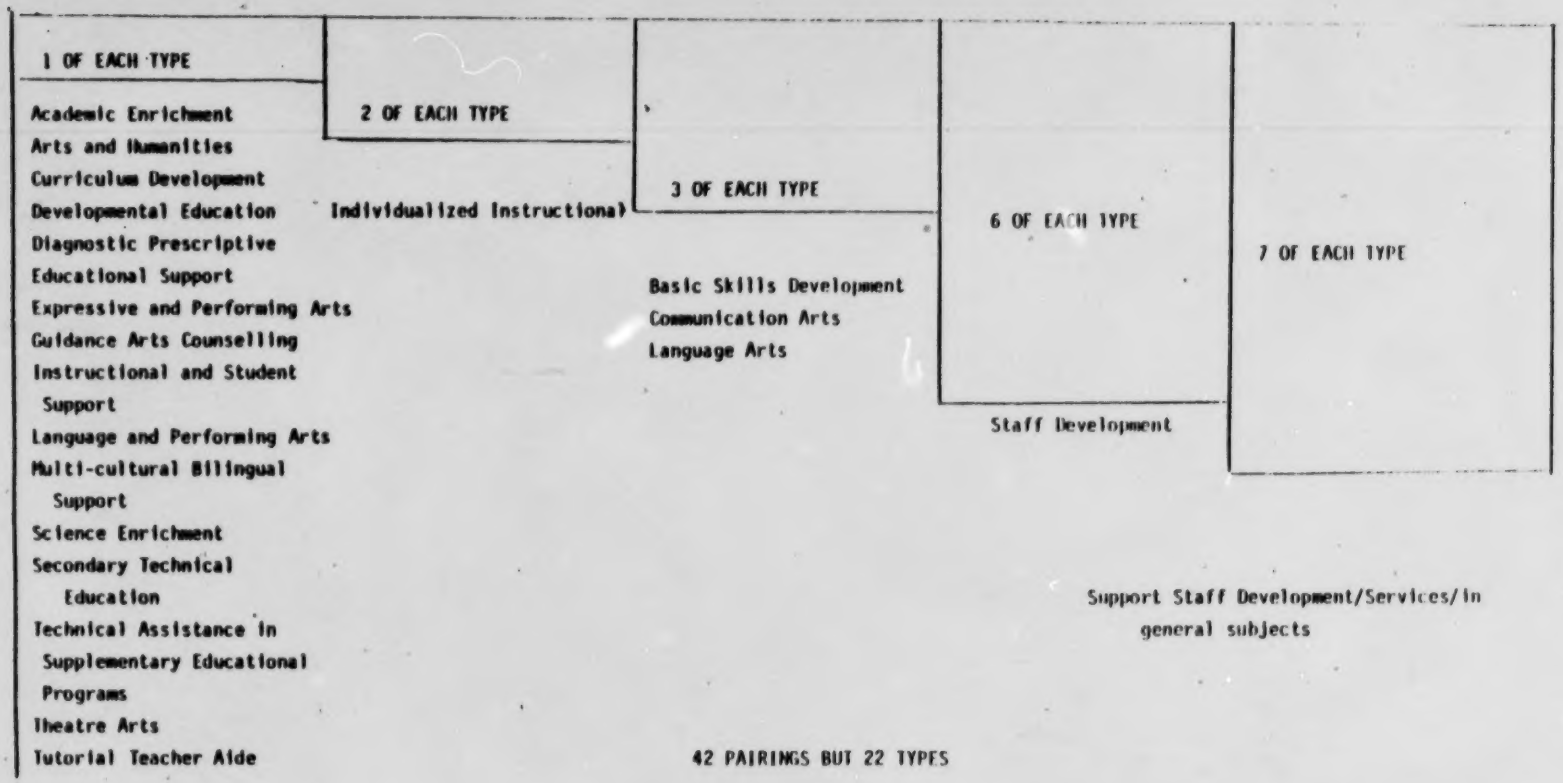


*Indicates the number of pairings which were included in the second stage desegregation plan ordered by Judge W. Arthur Garrity on May 10, 1975.

U = University, college or Institute

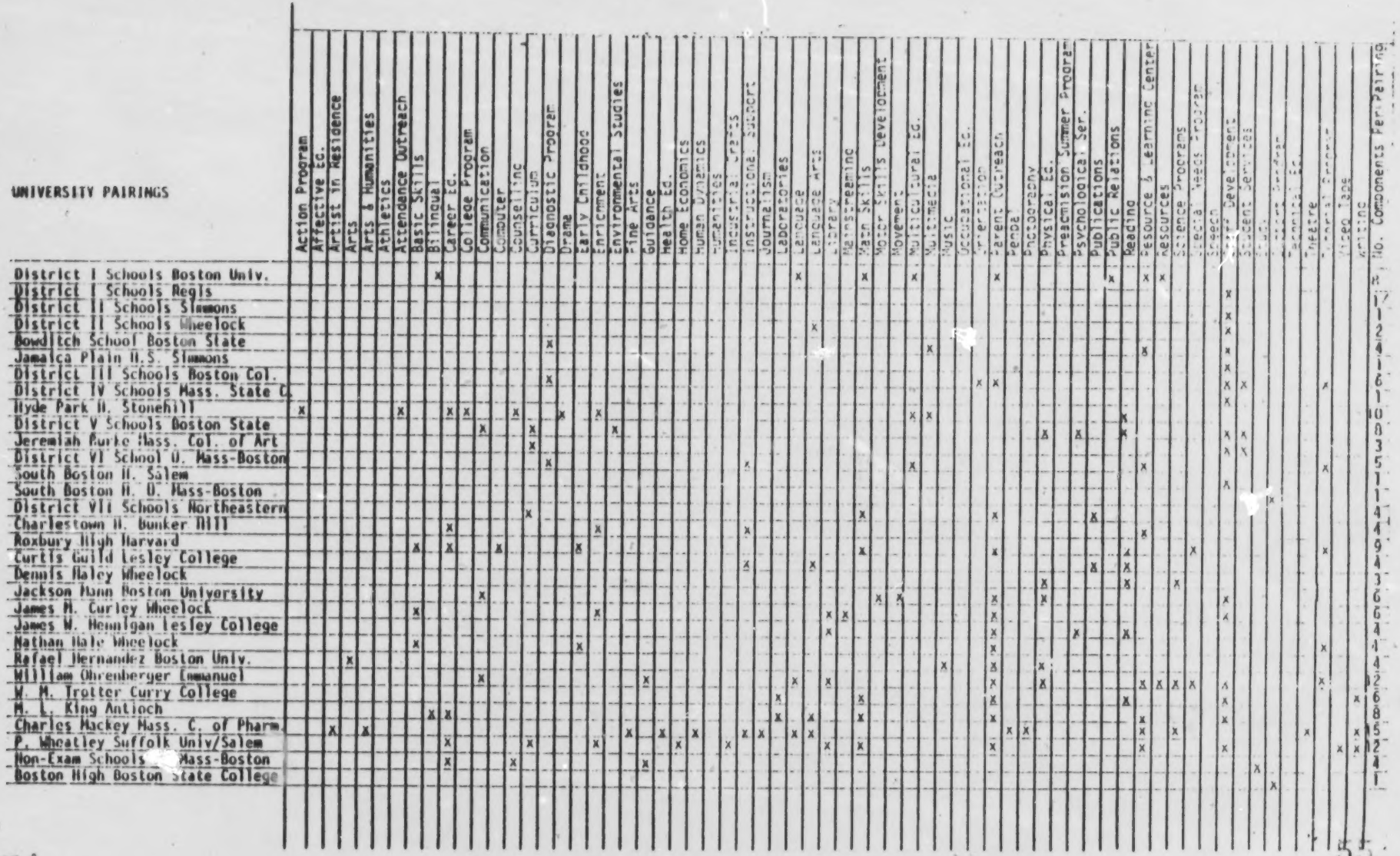
P = Pairings

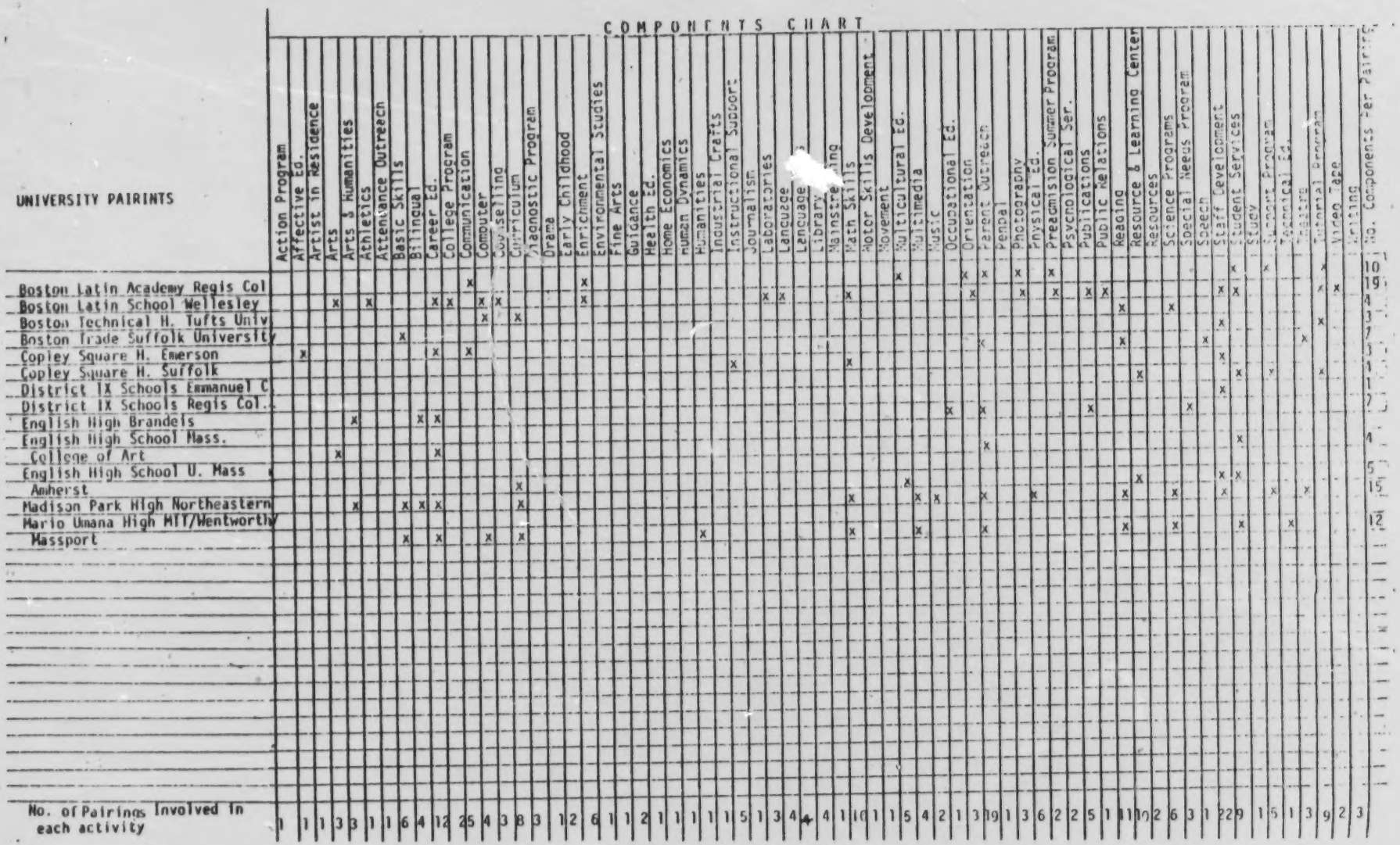
PAIRINGS ANALYSIS - TYPES OF PROGRAMS



Matrix of Components

Matrix of Components




COMPONENTS CHART
UNIVERSITY PAIRINTS
Action Program
Affective Ed.
Artist in Residence
Arts
Arts & Humanities
Athletics
Attendance Outreach
Basic Skills
Bilingual
Career Ed.
College Program
Communication
Computer
Counselling
Curriculum
Diagnostic Program
Drama
Early Childhood
Enrichment
Environmental Studies
Fine Arts
Guidance
Health Ed.
Home Economics
Human Dynamics
Humanities
Industrial Crafts
Instructional Support
Journalism
Laboratories
Language
Language
Library
Mainstreaming
Math Skills
Motor Skills Development
Movement
Multicultural Ed.
Multimedia
Music
Occupational Ed.
Orientation
Parent Outreach
Pendel
Photography
Physical Ed.
Preadmission Summer Program
Psychological Ser.
Publications
Public Relations
Reading
Resource & Learning Center
Resources
Science Programs
Special Needs Program
Speech
Staff Development
Student Services
Study
Summer Program
Technical Ed.
Theatre
Tutorial Program
Video Tape
Writing
No. Components per Pairing
Boston Latin Academy Regis Col
Boston Latin School Wellesley
Boston Technical H. Tufts Univ
Boston Trade Suffolk University
Copley Square H. Emerson
Copley Square H. Suffolk
District IX Schools Emmanuel C
District IX Schools Regis Col.
English High Brandeis
English High School Mass.
College of Art
English High School U. Mass
Amherst
Madison Park High Northeastern
Mario Umana High MIT/Wentworth
Massport
No. of Pairings Involved in each activity

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Section 2

ALL DISTRICT I SCHOOLS
BOSTON UNIVERSITY

DISTRICT I

Professional Staff 377

Grades	K-12
Pupils Directly Served	4,978
Special Education Pupils	600
Bilingual Pupils	1,400

A MULTICULTURAL BILINGUAL SUPPORT PROGRAM

The program activities aim to support and improve existing programs and contribute to the implementation of individual school plans. The major objectives include bilingual instruction; multi-cultural education; increased parent involvement; resource dissemination

BILINGUAL INSTRUCTION

The major focus of the bilingual instruction program is to increase the range of learning opportunities available to bilingual pupils of Brighton High School and include the areas of:

1) BILINGUAL MATHEMATICS PROJECT - During the academic year 1976-77 five packets of instructional materials were developed. During the 1977-78 school year the materials were first used in two bilingual classes. They are subsequently utilized in classroom settings.

2) OCCUPATIONAL AWARENESS PROJECT - The project design includes language instruction; field visits to college and university campuses as well as business and industrial sites; and support services for application-filling and admissions procedures. During the 1976-77 and 78 academic years this project served approximately 30 Asian-American pupils, and materials were developed for use with the Sony Mobile Language Lab. In the current year other minorities have been included and language training was possible with the Sony Mobile Language Lab. In addition, a team of University interns provided counseling services to assist the student body in career preparation and to respond to other student needs. Both of these activities provided groundwork for systematic support for college and career preparation activities.

3) A LANGUAGE TO SHARE PROJECT - The two major foci of this project developed by Education Development Center of Newton are 1) communication skills development for secondary school pupils and 2) cross-age instruction that will improve pupils' self image.

Twenty bilingual high school pupils are trained to tutor four elementary class groups in language and culture.

ALL DISTRICT I SCHOOLS
BOSTON UNIVERSITY

MULTICULTURAL EDUCATION

The collaborative aims at district-wide coordination of multi-cultural education in the elementary and middle schools. Major activities have focused on two models of multi-cultural services: 1) A Fine Arts/Physical Education program at the Tobin School and 2) the guidance program at the Garfield School. The guidance program has currently expanded to the Baldwin and the Taft Middle Schools. Direct classroom and school-level assistance includes components of the Language to Share Program prepared by Education Development Center. These and other support services are available to administrators and teachers interested in strengthening multicultural curriculum and education.

INCREASED PARENT INVOLVEMENT

Three activities were designed to increase cross-cultural communication as well as to strengthen parent involvement; 1) six English and Spanish classes (45 hours each) for 150 parents and teachers; 2) six workshops for parents (three hours each) for demonstration and production of instructional materials in reading and mathematics; 3) technical assistance for the design and production of 4 quarterly district bulletins (Newsnotes) disseminated to all parents in District One.

RESOURCE DISSEMINATION

To extend programmatic offerings, a number of additional University resources have been tapped, including:

1) placement of approximately 200 graduate and undergraduate students each semester in classrooms;

2) student internships for central office administrators and the District One Community District Advisory Council;

3) career awareness field trips to the Boston University campus for elementary and middle school students;

4) technical assistance in proposal development

DISTRICT I SCHOOLS
REGIS COLLEGE - WESTON

DISTRICT I

Professional Staff - 54

Grades	K-12
Pupils Directly Served	1,120
Special Education Pupils	312
Bilingual Pupils	224

A STAFF DEVELOPMENT PROGRAM

The collaborative was established primarily as a Chapter 766 Support Program in order that every Chapter 766 child in District I may be educated in the least restrictive alternative.

Fifteen District I teachers in the 1977-78 school year began training as generic specialist teachers. The collaborative has developed a two-year program in which teachers receive courses through Regis College. The teachers will complete the training during the 1978-79 school year. A 15-session workshop for 2 in-service credits is designed. Trainees will attend an all-day workshop in order to assist in the development of a packet of instructional materials which elementary and secondary school teachers may use to adapt and modify the regular program to meet individual needs.

Services are provided to regular classroom and resource room teachers as well as parents. Resource room teachers receive information on setting up individualized objectives and educational plans for Chapter 766 pupils. Workshops for regular teachers include distributing and explaining information on Chapter 766 and the related Federal Law as well as information necessary to gaining competencies required by those laws.

A parents' organization has been formed. The plan is to get greater involvement of parents and also to help them to become better informed.

DISTRICT II SCHOOLS
SIMMONS COLLEGE

DISTRICT II

Professional Staff 50

Pupils Directly Served 57

A STAFF DEVELOPMENT PROGRAM

The objectives of this Chapter 766 Support Program is to effect movement of Chapter 766 children into less restrictive programs and also to enable a greater number to be educated within regular classrooms. The major activity is a generic teacher training program in which teachers participate in formal course work, workshops and weekly consultations. It is a competency based program and so weekly monitoring of teacher competencies is done.

The 14 teachers involved in this generic teacher training program will develop skills so that they can provide support and/or training to regular class teachers who will be mainstreaming special needs children.

The target group for training includes regular class teachers, generic resource room teachers, 14 school principals, 1 aide and 31 parents and all will receive training in invididualizing instruction and mainstreaming. The service activities are:

1. Service to Identified Learners
   57 learners receive services 25-75 minutes daily within the least restrictive prototype

2. Services to Regular Class Teachers
   The generic teacher will meet with sixteen regular classroom teachers to develop, implement, and monitor individualized educational programs for pre-referral or referral learners. Classroom teachers will participate in at least one workship related to mainstreaming techniques.

3. Generic Teacher Training
   14 generic teacher trainers meet weekly at Simmons to participate in observing and recording student behavior; observing and assessing their own effectiveness as teachers; they will also have consultations in their respective schools in order to develop, implement and monitor individualized educational programs.

4. Training opportunities for administrators.

5. Training opportunities for paraprofessionals.

6. Parent activities
   To enable parents to determine and state mainstreaming objectives better in a core evaluation team meeting and to provide parents with inside view of a school which integrates any student formerly excluded from regular classes.

ALL DISTRICT II ELEMENTARY SCHOOLS
WHEELOCK COLLEGE

DISTRICT II

Professional Staff 40

Grades	K-6
Pupils Directly Served	1,200
Special Education Pupils	160
Bilingual Pupils	96

A LANGUAGE ARTS PROGRAM

During the late Fall of 1976 the District II Elementary Staff Developer approached Wheelock College to work collaboratively on a Language Arts project for a small target group of teachers within the district. The project began in February 1977 with 12 teachers from 6 of the schools. The growth chart over two and a half years shows rapid expansion within the district schools.

	Schools	Teachers	Specialists	Pupils
1976-77	6	12	1.0	300
1977-78	12	32	2.0	960
1978-79	12	40	2.5	1200

In the first year the major focus was on staff development. A specialist in Language Arts worked intensively with twelve teachers both in and out of classroom settings to develop teacher skills and techniques and also on the integrating of Language Arts into the entire curriculum.

During the 1977-78 school year 3 workshops were conducted by 2 language arts specialists on staff meeting afternoons. All staff members were invited. Other workshops were also conducted as requested by 5 or more teachers. The focus of the workshops were:

creative writing
story telling
Language Arts through drama: puppetry

The topics were flexible and allowed for individualized planning with each teacher around his/her specific needs and the needs of the children.

The plan for the academic year 1978-79 includes:

Each full-time specialist will spend the equivalent of one half day with each of 8 volunteer teachers (the half-time specialist with 4 teachers) in the early primary grades; and will be involved in both planning and in-class activities that will best meet the needs of the particular group of pupils and the particular teacher.

Small workshops are held when and if there is a demand.

The specialists act as resources as needed and as time permits, to library aides and non-participant teachers; and provide reinforcement to teachers who have been participants.

ALL DISTRICT II ELEMENTARY SCHOOLS
WHEELOCK COLLEGE

The major objectives of these activities are to increase:

the extent and variety of language arts experiences in the classroom;

the abilities of the teaching staff to provide diverse and creative language arts experience for English speaking as well as bilingual pupils;

staff awareness of individual needs in language arts including mainstreamed children and bilingual pupils;

staff skills in planning, developing, and implementing language arts activities that respond to individual and small group needs

BOWDITCH ELEMENTARY SCHOOL
BOSTON STATE COLLEGE

DISTRICT II

Professional Staff 3
Non-professional Staff 4

Grades	1-5
Pupils Directly Served	262
Special Educational Pupils	37
Bilingual Pupils	76

A DIAGNOSTIC PRESCRIPTIVE PROGRAM

In 1976 the Bowditch School sought the assistance of Boston State College through the office of Research and Development. This assistance took the form of consultant help to classroom teachers in prescribing individualized programs defining pupil behaviors by learning objectives and by helping teachers organize a workshop in Diagnostic/Prescriptive Teaching during the 1977-78 school year. The activities will be expanded in the ensuing year in the areas of creative arts, development of an audio-visual instrument, effective media approaches to basic skills, and dissemination of instruments and materials.

DIAGNOSTIC PRESCRIPTIVE PROGRAMS

The Bowditch project staff will continue to update pupils' cognitive style profiles and study to see if changes occur;
develop proviles for new pupils;
develp learning activity packets in terms of multi-sensory approaches;
develop learning centers and learning stations.

IN-SERVICE TRAINING

A workshop for new teachers at the Bowditch and any other interested teachers of Boston will be offered on "Diagnostic Prescriptive Teaching Emphasizing Educational Cognitive Style."

MEDIA APPROACHES AND DEVELOPMENT

Two major activities are done in this component.

1. Development of Diagnostic Instrument- An audiovisual observation instrument will be developed that will involve a "split-frame" visual presentation in which pupils are asked to make choices of preference that will reveal the nature of the pupils' cognitive learning style.

2. Media Approaches to Basic Skill Instruction - Boston State College has served as the implementation resource during 1976-78 and will continue to assist in the further implementation and refinement of the project. Classroom visits to assist the Bowditch School staff in providing more effective media instruction will be made.

Plans are made by the project staff to publicize and offer to interested schools the Development of Diagnostic Instruments and Learning Materials.

JAMAICA PLAIN HIGH SCHOOL
SIMMONS COLLEGE

DISTRICT II

Professional Staff 2
Non-professional staff 1

Grades	9-12
Pupils Directly Served	950
Special Education	52
Bilingual Pupils	102

SUPPORTIVE SERVICES PROGRAM

The collaborative has developed over the past 3 years components that seek to improve the delivery of direct services to pupils through a variety of models of collaboration, each of which encourages teacher initiative while making available the resources of Simmons College. The programs are also designed to increase progress towards building a climate of natural trust and commonality of purpose among the socially, racially, and ethnically diverse population of Jamaica Plain High School. The table of components show the differences in program offerings according to the needs of the pupils.

1976-77	1977-78	1978-79
Reading Support Enrichment Tutoring Film rental Field trips Newspapers/Magazines In classroom	Support for Basic Skills Program Enrichment reading program; Continuation & expansion of tutoring program Social studies reading resource room; math competency program	Continued Direct Student Services Enrichment reading program; Simmons tutoring program; student initiated activities
Support for Total School Environment Student initiated activities Teacher initiated activities	Program of Instruction A. New Course offerings: Language Arts Social Studies Mathematics Science/Nutrition Language Library support B. Support for Student Projects	Curriculum Development A. Cross discipline approaches to basic skills B. Ninth grade course offerings: Earth Science Careers C. Expanded Opportunities: Science Photography Urban Geography Home/Health Art Business Library

JAMAICA PLAIN HIGH SCHOOL
SIMMONS COLLEGE

1976-77	1977-78	1978-79
Supporting Services for guidance	Supporting Services-Guidance	Supporting Services - Guidance
Special Needs	Chapter 766 Bilingual Education	Chapter 766
Bilingual Human relations	Staff Training Human Relations Technical Assistance for occupational education	Planning & Technical Assistance Spanish for teachers Child development Other

Each year the collaborative reassesses the needs of the school and then designs programmatic activities to remedy them.

The activities for the academic year 1978-79 include:

DIRECT STUDENT SERVICES

ENRICHMENT READING

Opportunities for expansions of independent reading into all academic subjects are given to pupils; this helps them to see the central importance of reading, and also provides expanded language and experience background, opportunities to read at individual levels of competency and in areas of particular interest.

The collaborative encourages the use of inexpensive and varied materials such as paperbacks, periodicals, and newspapers. Bilingual pupils will participate in the program through the use of films in Spanish and paperbacks in Spanish as well as in English.

TUTORING

Simmons students organize and conduct the tutoring sessions in a variety of styles from single tutoring to class demonstrations in biology. Orientation and in-service training are required of all tutors who will work in the bilingual, reading, English, math, health, home economics and science departments.

STUDENT INITIATED ACTIVITIES

The objective of this component is to foster positive school spirit and pupils self-confidence hence the activities include "The Knight's News" and a financial support for the pupils' council which plans activities such as a pupils' publication about the new school.

CURRICULUM DEVELOPMENT

(This component is predicated on the opening of the new building.)

JAMAICA PLAIN HIGH SCHOOL
SIMMONS COLLEGE

CROSS DISCIPLINE APPROACHES

This is a cross discipline approach to the teaching of basic skills. Three major activities are planned:

1. Math Skills - Teaching math skills in science, home economics and health classes. Staff development activities will be done through demonstrations of new and innovative math materials, and the development of kits which teach science related math skills.

2. Reading Skills - Teaching reading skills in math, science, home economics and health content areas. Assistance will be given by a Simmons member of the education department who will work with science teachers.

3. Writing Skills - Teaching of writing skills in all subjects. A Simmons staff member will work with English teachers of Jamaica Plain High in devising ways of increasing written composition practice. Simmons tutors may also serve as "contract correctors."

NINTH GRADE COURSE OFFERINGS

Science teachers at Jamaica Plain High School will work with Simmons staff in assessing and revising existing curriculum in Earth Science. A careers exploration course has been included in this curriculum.

EXPANDED OPPORTUNITIES

Science - The collaborative will develop a tightly structured individualized laboratory instruction program emphasizing observation, motor and reasoning skills. A science resource library is also planned.

Photography - Expanded experiences in color development.

Geography -Mini courses in urban geography are planned for all tenth graders. These courses will address issues of urban planning, land use, transportation system and will utilize community resource people both in the classroom and on field trips.

Home/Health - Sommons consultants from the education and nutrition departments will offer technical assistance and help to coordinate cross-discipline approaches to the teaching of math and reading skills in home economics and health education.

Art - Guest artists will demonstrate various media and techniques in art classes and will also assist teachers.

Business - A program will be developed through the business department to involve pupils in the distribution supply system in the new plant. They will also be taught running inventory skills and receive academic credit. One pupil is hired to work one hour daily after school so that the program extends beyond the school day.

Library - Support for the acquisition of magazine subscriptions for the first year is sought.

SUPPORTING SERVICES

Guidance - Improved delivery of guidance services especially in the area of closer school/home relationships is the major focus. One full-time community liaison representative is hired through Chapter 636 funds, to work with supervision of staff guidance counsellors. In-service training is given by a staff member from the Simmons School of Social Work. A secretary for the guidance department is also hired through Chapter 636 funds.

Chapter 766 - This provides career education opportunities for special needs pupils who are also provided jobs in a closely supervised and supportive setting. Classroom activities, guest speakers and field trips to work sites supplement the on-site job training pupils receive.

PLANNING AND TECHNICAL ASSISTANCE

Spanish for Teachers - A Spanish course for Jamaica Plain High School teachers is planned. The expected result is that teachers will be able to communicate better with the bilingual pupils they teach. The course will address the need to gain a better understanding of Spanish as spoken in a wide variety of modes, dialects and levels in the school.

Child Development - Courses in parenting, child development, and day care are planned; also the exploration of establishing a child day care room in the school.

Other (unanticipated needs) - This is an attempt at providing technical assistance in areas of unanticipated needs. Efforts to obtain occupational education programs which comply with The Unified Plan will involve the business partners, Boston Gas and the Travelers Insurance.

ALL DISTRICT III SCHOOLS
BOSTON COLLEGE - CHESTNUT HILL

DISTRICT III

PROFESSIONAL STAFF: 471

Grades	K-12
Pupils directed served	7022
Special Education Pupils	1254
Bilingual Education Pupils	256

TECHNICAL ASSISTANCE IN SUPPLEMENTARY EDUCATIONAL PROGRAMS

The collaborative among the thirteen elementary, three middle, and one high school of District III and Boston College attempts to provide supplemental support to the educational endeavors within the District. As an outcome of formal and informal needs assessments, the Collaborative has presented throughout the past three years a variety of programs which are developed to meet District-wide priority needs. As these needs vary annually, so does the scope of the programs. Since the establishment of the Collaborative in the spring of 1975, efforts have resulted in:

1. planning and implementation of the Student Leadership Program which pairs basic skills with environmental activities for one hundred and thirty identified fifth grade students annually (1977-1979);
2. approximately forty college students providing more than one hundred middle and high school students with direct Tutorial services (1978-1979);
3. six District III parents being responsible for up-dating individual school informational profiles and for preparing three District-wide newsletters which communicate timely educational information to parents and school personnel (1978-1979);
4. the implementation of Administrative Seminars which focus on the legal issues confronting school administrators (1978-1979);
5. establishing an Educational Planning Program for the Talented and Gifted within District III (1978-1979);
6. providing training and on-site support for thirty-one Generic Special Educators (1977-1978);
7. establishing two pilot Diagnostic Classrooms, one each at the elementary and middle high school level, which have been adopted city-wide and are anticipated to be assumed by the Boston Public Schools in the 1978-79 school year (1976-1978);
8. implementing a Parent Training and Outreach Program for fifty-six selected parents and all District III CETLs to bridge the gap between the home and school (1976-1978);
9. preparing and implementing a Career Awareness and Readiness Training Program in the high school for special needs students (1977-1978);
10. initiating an informal Diagnostic-Prescriptive Reading Training Program for over fifty reading and classroom teachers (1976-1977);
11. providing a General Workshop Training Program in Learning Styles, Learning Environments, and Curriculum for some 450 administrators, teachers

and aides (1975-1976);

12. providing an annual staff-community orientation conference (1976-1978);
13. conducting District-wide needs assessments annually (1975-1979);
14. providing for ongoing project monitoring and evaluation (1976-1979); and
15. providing technical assistance and university resources to the District and individual schools upon request.

During the 1975-76 academic year five major programs were begun: the Generic Special Educator, the Diagnostic Classrooms, the General Training for all school personnel, a Staff Training and Orientation session, and Evaluation. The following year the Generic Special Educator, the Diagnostic Classrooms, the Orientation Session and Evaluation were continued. In addition, the Parent Training and Outreach program and a Diagnostic-Prescriptive Reading program were both implemented. The 1977-78 school year marked the completion of the Collaborative's involvement in the Generic Special Educator training program and the Diagnostic Classrooms. The Parent Training and Outreach, the Orientation and the Evaluation were each continued and two new programs were begun: the Student Leadership and the Career Awareness and Readiness programs.

For the academic year 1978-79 six separate but interrelated programs have been implemented; three of these are continuation programs and three are new. The Student Leadership, Parent Outreach, and Collaborative Orientation are continuation programs whereas Administration Seminars, Tutoring, and Educational Planning for the Talented and Gifted are new programs. Several of these are described in the following paragraphs.

STUDENT LEADERSHIP PROGRAM

The major objectives of the Student Leadership Program (SLP) are to develop a cadre of pupil leaders prior to their entrance into a middle school and to foster positive understanding between participating pupils of different racial groups simultaneously with complementing their academic and interpersonal skills. It is a structured academic-environmental-recreational program for fifth grade pupils held one day weekly for ten weeks at the Hale Reservation in Westwood. In addition, follow-up activities for those pupils who participated in the 1977-78 SLP program will be conducted. One hundred and thirty fifth grade pupils (65 each semester) were served during the program's first year and it is anticipated another one hundred and thirty students will be served during 1978-79.

The program activities include a sequence of physical activities which have been coordinated with specific academic skill areas. Three-to-one student staff ratio and ongoing adult-child interactions enable pupils to strengthen their self-esteem and interpersonal skills which form the basis for positive peer interactions.

The SLP staff consists of parents, school district teachers, flexible campus students from the high school, Boston College faculty, undergraduates,

and other personnel with experience and expertise in outdoor educational programs.

PARENT OUTREACH

Two major goals form the basis for the establishment and continuation of the the Parent Training and Outreach program. These are: 1) greater parental involvement in the education of their children; and 2) increased communication between the home and the school. Two parents are hired as part-time Co-Editors of the program and four parents are hired as community/school liaison reporters.

During the 1976-77 school year, six all-day sessions were held for 56 parent liaison agents in which they were provided with specific information pertaining to Chapter 766, PL 94-142, and the Collaborative programs. Follow-up sessions were provided during 1977-78 to the parent liaisons who had been assigned to specific schools in District III.

The 1978-79 Parent Outreach program focuses on up-dating individual school profiles and on planning, preparing and distributing three district-wide educational newsletters.

TUTORIAL PROGRAM

The Tutorial Program has been designed to provide services and assistance to middle and high school pupils whom teachers and administrators have identified as most in need of additional individual or small group assistance.

Some forty Boston College undergraduate and graduate students are trained to tutor on a one-to-one or small group basis teacher-referred pupils in the basic skill areas of reading and mathematics. The tutors also help to improve student study habits and test preparation. It is anticipated that the rapport established between the tutor and students will aid in strengthening the self-concept of middle and high school pupils. Each pupil receives a minumum of two hours of tutoring weekly and each tutor works approximately four hours weekly.

The Tutorial Program is monitored by a program coordinator as well as middle and high school Reading Coordinators as to the progress of the tutor-pupil sessions, bi-monthly activity logs, and interim and end-of-year assessment.

ADMINISTRATIVE SEMINARS

Staff development and professional enrichment opportunities are provided for the seventeen Principals and Headmaster, Core Evaluation Team Leaders, and the 766 Administrative Assistant in District III primarily in the areas of public school law and issues and responsibilities. The design of the seminars includes the use of a variety of instructional techniques and are structured to elicit total group participation in discussions.

The topics are developed as a result of an assessment of all participants' priorities. The objective of the seminars is to meet the most immediate concerns

of participants drawing directly from their day-to-day experiences. These topics include: legal responsibilities and liabilities; EEO legislation; parent, student, and teacher rights; functioning within the current code of discipline; Chapter 766, P.L. 94-142, and other new state and federal legislation; legal issues focusing on confidentiality; mechanisms/procedures for feedback, evaluation and follow-up; and other areas of most immediate interest for building administrators.

COLLABORATIVE ORIENTATION PROGRAM

In order to achieve success in the various Collaborative programs emphasis has been placed upon effective communication and rapport between parents, school and college personnel. For the past three years, 1976-1978, the Collaborative sponsored an annual all-day orientation conference on the Boston College campus to bring together involved and interested personnel from the State Department of Education, Boston Public Schools, District III, Boston College, and parents. In addition, a Collaborative operations manual and directory was prepared which included: a description of the Collaborative, a summary of each of its programs, communication/organizational program management information, and a directory of key Collaborative and other personnel.

For the academic year 1978-79 the Collaborative plans to hold a series of five orientation sessions coinciding with each of its programs. Each session will focus on the program activities as well as all Collaborative efforts for the school year.

In summary, the two educational communities of District III and Boston College have, over the past three and one half years, established a viable relationship. They both share the same concerns with quality education within the public schools of District III. Finally, the District III/Boston College Collaborative exemplifies the intent of the school/university pairings in promoting through supplemental programs and assistance, the quality of education during the process of desegregation.

DISTRICT IV SCHOOLS
MASSACHUSETTS STATE COLLEGE SYSTEM

DISTRICT IV

Professional Staff 100

A STAFF DEVELOPMENT PROGRAM

This collaborative was operative for only six months, January 1977-June 1977. The focus was on training and support services with the objective of improving the competence of District IV teachers.

The activities included workshops and seminars in:

mainstreaming special needs pupils;

preparing educational assessments and educational plans;

career education, math, metrics and evaluation materials.

Other activities included:

assistance to administrators and paraprofessionals in fulfilling their roles as implementors of Chapter 766 regulations;

augmenting the understanding by parents of their rights and responsibilities under Chapter 766.

HYDE PARK HIGH SCHOOL - HYDE PARK
STONEHILL COLLEGE - NORTH EASTON

DISTRICT IV

Professional Staff 96

Grades	9-12
Pupils Directly Served	1,062
Special Education Pupils	145
Bilingual Pupils	40

A SUPPORTIVE DEVELOPMENTAL PROGRAM

The Hyde Park/Stonehill Collaborative has offered over the past 3 years, and plans to continue to offer supportive, developmental programs in the areas of academics, culture and human relations. The components are designed to benefit pupils in their intellectual and social development; offer to pupils and staff a greater variety of academic opportunities; and generate low-cost, yet extended experiences that directly support and complement present Hyde Park curricular offerings. The components include reading, enrichment of present academic courses, college and career counselling program, outdoor action program, an attendance outreach project, and infusing multi-cultural and non-sex stereotyped material into curriculum.

READING

The improvement of basic reading skills has always been given highest priority by the collaborative. During the 3 years some of the programmatic offerings that have been established are:

1. developmental reading classes for all grade 9 pupils (1975-);
2. a student tutorial program under flexible campus (1975-);
3. a reading laboratory (1975-);
4. the hiring of reading laboratory specialist (1976-);
5. group instruction, at least 3 times weekly, by specialists to pupils reading below their grade level (1976-);
6. enrichment reading program for grade 9 pupils reading on grade level or higher (1976-);
7. individual remedial reading to pupils with most severe reading problems (1977-).

For the academic year 1978-79 the greatest need is for remedial reading help. The activities planned are:

College tutorial program - tutoring sessions conducted by 20 Stonehill tutors on a one-to-one basis for at least 2 hours weekly per tutee.

Two-Way tutoring program - approximately 100 pupils who themselves receive tutoring will give assistance to other pupils whose needs are similar.

Library tours - pupils will have the opportunity of visiting Stonehill library in order that they might undertake research projects in English, social studies and science. Constant instruction will be provided by Stonehill library staff.

Literary tours - visits and tours of locations about which pupils study in American Literature.

A staff training mini-project for developmental reading is also planned.

ENRICHMENT OF PRESENT ACADEMIC COURSES

The collaborative stresses providing pupils with a practical knowledge of various disciplines and plans to enhance the courses through learning activities that occur outside the physical confines of the classroom. The activities in this component are:

1. Multi-media arts and crafts workshop and Art Center drama program. The workshops under this broad heading are:

   Basic design, composition and color;
   Advanced printing and color theory;
   Weaving, wall hanging;
   Handmade pottery and clay sculpture;
   Silk-screen printmaking;
   Film animation;
   Stained glass;
   Creative drama workshops designed for self-development as well as group interaction in:
   - Movement and Mine
   - Handling material objects
   - Reacting to outside elements
   - Situation and dialogue; Situation/dialogue/movement

2. Production of drama classes. The Hyde Park High instructor of this component will be assisted by the Brockton Art Center's inhouse theatrical expert who will direct plays and serve as a resource person.

3. College biology program - an extension of the school's biology program is conducted in the laboratory at Stonehill College udner the supervision of the instructors there.

4. Half-day enrichment field trips - every teacher at Hyde Park High will be afforded the opportunity to request a supportive enrichment activity for his/her class(es) at an external location in the Boston area.

COLLEGE AND CAREER COUNSELLING PROGRAM

The major objective is to ensure that diverse needs of all graduating pupils in the area of college and career guidance are adequately met. This component focuses on activities such as:

HYDE PARK HIGH SCHOOL
STONEHILL COLLEGE

College Counselling - A college counselling night is sponsored each semester in which firancial aid, application procedures, and expectations of institutions are introduced, not only in relation to colleges and universities but other post-secondary educational institutions.

SAT preparatory program - Pupils of junior and senior English classes have the opportunity to partake in a preparation test-taking experience prior to the administration of the Stanford Achievement Tests in November and December. Speakers will present to classes information on test anxiety, test taking skills, and academic test components.

Big Brother/Big Sister College bound program - High school pupils will visit the Stonehill Campus for a one-day learning expereince. Each high school pupil will be teamed with a college student for the day to help provide students with insight into college life.

Career day program - All senior class members will be able to attend a Career Day Program sponsored jointly by the National Bank of Boston, Stonehill College and the High School Career Department, at the college. In addition to attending several sections of the career components organized by the school, the pupils participate in instruction in resume writing, mock interviews and employee placement.

Career education - A career awareness curriculum is designed to assist the pupils to formulate sound work choices. The collaborative feels that personal interests, abilities, values and goals must be coordinated with information about available fields of work. A developmental approach is applied to 4 years of exploration in varied areas of career education.

Grade 9 - emphasize values
Grade 10 - emphasize exploration and information gaining
Grade 11 - explore occupations and coordinate values, skills, and career choices
Grade 12 - look at real employment options, applications, interviews, resume writing.

Each course involves 20 class sessions.

OUTDOOR ACTION PROGRAM

The outdoor action program has 2 experiential outdoor projects, one for freshman homeroom groups and the other for a group of fifteen-twenty pupils who are eligible and interested.

NATURAL OBSTACLES PROJECT

During the months of September and October for the past 3 years freshman homeroom groups, each with 2 accompanying teachers and 2 parents, attend an all day outdoor action program at Stonehill College.

Each group, as a unit, must overcome 8 constructed, natural obstacles in order to complete the program successfully. Interaction among all participants is

imperative in order that the group can successfully negotiate all the obstacles. Activities will also include individual projects designed to foster interracial interaction, trust and decision making.

TENNIS INSTRUCTIONAL PROGRAM

This component provides opportunities for the development of a life-long activity as well as interracial interaction. 15-20 pupils gain tennis instruction from the Stonehill tennis team at Stonehill. During the academic years 1976-78 some of the sessions were cancelled because of inclement weather. The collaborative plans to combat this difficulty in the ensuing year and the Hyde Park High pupils will be able to use the Brockton Tennis Club facilities - the same facilities as the College students.

ATTENDANCE OUTREACH PROJECT

The attendance outreach component is coordinated by members of the Parents' Information Center, the headmaster at Hyde Park High and the College Coordinator. This group of parents has constant interaction with the pupils, which enables them to be able to identify frequent absentees and also act as a legitimate community outreach vehicle. Two parents for 2 hours each day communicate by telephone with parents of pupils on the daily absentee list. Some of the objectives of this activity are to 1) increase community awareness of the high absentee problem in hopes of eliminating it, 2) increase community school interaction, and 3) provide a constant means of communication between parents and the high school.

Other activities of the Parent Information Center include producing a newsletter to promote the school's image and engendering pupil and faculty support to establish a positive school spirit.

MULTI-CULTURAL, NON-SEX STEREOTYPED MATERIALS

Efforts are made to infuse multi-cultural, non-sex stereotyped materials into the regular curriculum through the review of both old and new materials, by staff and interested parents.

ALL DISTRICT V SCHOOLS
BOSTON STATE COLLEGE

DISTRICT V

Professional Staff 159

Grades	K-12
Pupils directly served	2497
Bilingual	30

A SUPPORTIVE SERVICES PROGRAM

Since the establishment of this collaborative the major focus has been to assist teachers and pupils in the District Five schools in the areas of reading, science psychological services and mathematics. Several other priorities have been addressed such as providing regularly scheduled counselling and consulting time for teachers and administrators, field based instruction and activities in environmental studies, direct student assistance in a variety of subjects, and maintaining two district reading clinics. Efforts of the collaborative have so far resulted in:

STAFF DEVELOPMENT ACTIVITIES

Training of 25 middle school teachers in the use of the math lab approach to teaching mathematics (1976-1978);

Series of workshops for elementary school teachers in skills improvement in special needs, reading, and math (1976-1978);

Series of workshops, once weekly, for 12 high school science teachers in earth science (1976-1977);
training for 15 teachers in the use of SCIS kits for science instruction (1977-1978);
demonstration lessons taught by Boston State College science professor that provide direct service to 420 pupils (1977-78);

In-service training courses for 24 middle school science teachers (1975-76) followed by weekly consultation and classroom support by Boston State College faculty in techniques of science instruction, materials, and creative projects for pupils and parents(1976-1977);

15 session instruction for teachers and community persons on individualizing reading instruction, enriching reading through use of radio-visuals, exploring use of children's literature in the classroom,(1976-1977);

Workshops in the teaching of reading in the content areas for approximately 100 teachers who will serve about 3,300 pupils,(1977-78)

Preparing applications for National Science Foundation and science teacher education grants.

ALL DISTRICT V SCHOOLS
BOSTON STATE COLLEGE

CURRICULUM DEVELOPMENT

Development of a math laboratory at Burke High School; Training of Burke teachers in using it and assistance to them in curriculum revision.

Establishment and maintenance of remedial math course at Dorchester and Burke high schools (1976-77);

A third year algebra-gemometry sequence program which features individualized pupil instruction (1976-77); 1977-78)

Development of structured English curriculum for middle school (1975-1977). Consultive support by two Boston State College Faculty.

STUDENT ASSISTANCE

Almost 1000 Boston State College students (over 4 years) serve as classroom assistants to high school, middle school and elementary school teachers 2-3 hours weekly tutoring pupils in academic subjects and providing individualized and small group instruction in spanish.

Specialized programs as audio-visual, gymnastics, physical education, library, field trips (1976-78);

Reading clinics after school for approximately 400 secondary school pupils, (1977-78);

Establishing fully equipped math lab for use by middle schools (1976-77) and the placing of mobile math labs in 3 middle schools that give direct services to about 1920 pupils (1977-78);

Remedial math courses in both Dorchester and Burke high schools (1976-77); and the establishing of a Math lab at the Burke high school that will provide direct second benefits to 350 pupils (1977-78);

Physical education program at the Holland and Murphy elementary schools by employment of full-time physical education teachers at each school and also supplementary assistance by Boston State College physical education students (1976-77).

ENVIRONMENTAL STUDIES

Eight week interdisciplinary study of environment for eighth graders from Champlain Middle School at Cape Cod National Sea Shore. 2 pupils (1976-77), 30 pupils (1977-78) and 30-35 pupils estimated for (1978-79).

Exploring human and natural resources, life values and basic skills reinforcement (1976-77).

ALL DISTRICT V SCHOOLS
BOSTON STATE COLLEGE

PSYCHOLOGICAL SERVICES

Provision for pupils of Burke High School of testing services, and drop-in counselling services (1976-77), Mather School 1977-79.

Counselling services to teachers and administrators at the Mather School, also parents and pupils needing conferences. (1977-78).

For the academic year 1978-79 the collaborative will focus on four continuation components with the following activities.

PSYCHOLOGICAL SERVICES

The proposal states that this component "provides direct services to pupils through guidance services not normally provided to the school system." The guidance and counselling goals address the specific needs of students in desegregated schools and "are often more challenging because of the potential for significant student growth in a multi-racial environment."

A phsychological team, comprising the program director and 5 Boston State College students, has established a self development room designed to help children with emotional and psychological problems; a discipline committee to develop a philosophy and methods for handling disruptive pupils behavious; utilization of a multi-faceted approach to providing services.

The interns are on duty at the Mather school 4 days per week for 34 weeks and the psychologist from Boston State available 2-2/3 days weekly.

ENVIRONMENTAL STUDIES

Twice annually 30-35 eighth grade pupils will live, work, learn and socialize together for 5 days and 4 nights at the Coast Guard station at the Cape Cod National Sea Shore under the direction of a school administrator, teachers, college professors and outdoor educators from Youth Enrichment Services.

The activities include classroom study at the station and field activities at the various ecological environments located throughout the National Sea Shore; mathematics activities related to mapping problems, time and motion, and surveying English classes related to literature dealing with the sea and nature; science classes dealing with basic scientific concepts which underlie the study of the environment; social studies classes which relate environment to social, economic, political and human problems.

The information gathered and the experiences shared will be used in school classrooms as data for the development and practice of the basic skills in all subjects.

STUDENT ASSISTANCE

The objective is to provide direct classroom, laboratory, and physical education assistance in response to needs. Most of the assistance is provided by Boston State College Volunteers supervised by college staff.

40 volunteers will tutor approximately 240 pupils in the secondary schools in academic subjects for about 3 hours weekly.

ALL DISTRICT V SCHOOLS
BOSTON STATE COLLEGE

10 physical education majors volunteer 3 hours weekly for at least one semester to provide individualized and small group instruction to about 60 elementary pupils in District V schools.

10 volunteers fluent in Spanish will serve approximately 30 pupils 3 hours weekly per semester assisting bilingual pupils with academic subjects and English.

50 student volunteers who minor in Secondary Education and are enrolled in Procedures and Methods courses will tutor and give compensatory instruction in academic classes on a regular and supervised basis to approximately 200 pupils at least 2 hours weekly for 2 semesters.

150 Elementary Education majors who are enrolled in Procedures and Methods courses will tutor approximately 600 pupils and assist teachers in areas of basis skills at least 2 hours weekly.

SECONDARY READING-ASSISTANCE

The objective is to improve the reading skills of secondary school pupils through participation in supplementary reading programs offered at two after-school centers that are staffed by trained personnel and clinicians. These centers will be operated 6 hours weekly for 24 weeks and serve approximately 500 secondary pupils who need supplementary reading instruction.

Four reading courses will be implemented to provide staff development for 180 secondary school teachers. The courses are:

9201 Principles and Practices of Teaching Reading in Secondary Schools

9203 Diagnosis of Reading difficulties in secondary schools.

9205 Workshop in Reading Curriculum and Materials in schools.

9208 Teaching Reading in the content areas.

9210 Practicum in Secondary Reading for 12 teachers who will serve as clinicians in the centers.

JEREMIAH E. BURKE
MASSACHUSETTS COLLEGE OF ART

DISTRICT V

Professional Staff 3
Non- professional Staff 1

Grades 9-12
Pupils Directly Served 150
Special Education Pupils 30

A COMMUNICATIONS ARTS PROGRAM

In October 1974 a program involving both Fine and Applied Arts in the Communications Field was developed by a task force from the Burke Multi-Racial Council, school administrators, teachers, and pupils. A pilot program began in the Spring of 1975 making extensive use of the staff and facilities of the New England Mutual Life Insurance Company. Fund were made available through both Vocational Education grants and Chapter 636. Funding through 636 enabled a collaborative with the Massachusetts College of Art to develop curriculum, train staff and pupils and to enrich the program already started. Massachusetts College of Art was chosen by Jeremiah Burke because of its faculty expertise and the resources that are available to support a program in communications that encompasses photography, television production, film-making, graphic arts and graphic design. Community resources in the vicinity of the Burke High School, in the city of Boston and in the Greater Boston area are utilized.

CURRICULUM DEVELOPMENT

The Burke-Mass. College of Art collaborative has developed a three year program curriculum in communications. Students enroll in an exploratory communications program in their sophomore year for two periods daily. Each student spends about eight weeks in each of the basic areas. At the end of the year, based on interest and demonstrated ability, the student enrolls in advanced courses, along with required courses in design, marketing, and advertising. An integral part of the program is the required "field experience" or work experiences in the chosen field.

STAFF DEVELOPMENT

In-service courses are held for all interested faculty members, program staff, and any Boston school personnel who might be interested. Workshops - 3 to 5 workshops are scheduled to take place over the semesters, and will deal with specific areas that are determined according to project needs.
Courses - Courses are offered for staff in film-making, design, animation, and videotape techniques.

JEREMIAH E. BURKE
MASSACHUSETTS COLLEGE OF ART

TRAINING FOR PUPILS

Pupil training involves both classroom and non-classroom instruction. Included in classroom training are courses for pupils such as:

- Basic design course for juniors and seniors
- Advertising course for juniors
- Marketing course for seniors
- Exploratory communications course for sophomores
- Advanced printing
- Courses in television production (both exploratory and advanced)
- Advanced Photography

These courses offer a variety of experiences to pupils and are interrelated so that projects within the courses will require the pupils to use equipment, supplies, techniques, and knowledge gained in the Communication Arts Courses.

STUDENT POSITIVE REWARD PROGRAM

This is a non-classroom activity that includes making automated slide-tapes, producing film documentaries, designing and producing brochures, producing video tapes of drama productions, sports, and class activities, and other technical assistance activities as needed.

FIELD EXPERIENCES

The field experiences component was instituted to provide junior and senior pupils with paid, outside experiences in the communications field.

Additionally, selected advanced pupils are enrolled in relevant courses at the Massachusetts College of Art. Pupils are helped with their portfolios, and those interested are usually admitted to higher education.

SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

All programs are planned with personnel from the Special Needs Department and all effort is made to mainstream pupils as much as possible within the program. In some cases, the pupils do not rotate, but remain in one area, or spend more time in the program.

ALL DISTRICT VI SCHOOLS
UNIVERSITY OF MASSACHUSETTS - Boston

DISTRICT VI

Professional Staff 600

Grades	P-8
Pupils Directly Served	5,840
Bilingual Pupils	869

AN INSTRUCTIONAL AND STUDENT SUPPORT PROGRAM

Boston's District VI schools and the Institute for Learning and Teaching at the University of Massachusetts in Boston, have joined forces to work on staff and curriculum development and also support activities for pupils. Components have been developed over the past 3 years to remedy priority needs that exist in the District and have resulted in the following:

DISTRICT VI RESOURCE CENTER (1976 -)
- Provide multi-cultural materials; reading and math curriculum materials;
- Organize audio-visual equipment for loan to enhance arts and communications programs;
- Develop recruitment, training and support programs for parents;
- Provide training for tutors in basic skills, and basic skills instruction in all subject areas;
- Identify resource personnel who conduct workshops and consultations for teachers and parents (1977 -)
- Implement educational programs; and coordinate programs directly involving children
- Disseminate information to parent organizations (1977 -)
- Supervise work-study students (1977 -).

DIAGNOSTIC RESOURCE PROGRAM (1976 -)
- Provide supplemental and support services for Chapter 766 by assistance to classroom teachers in class consultations, demonstrations, in-service training.

MULTI-CULTURAL ARTS (1976 -)
- Multi-cultural approach to teaching basic language skills;
- Teacher training workshops on cultural arts such as fine arts, music, drama, dance.

MULTI-CULTURAL EDUCATION (1977 -)
- Incorporating cultural resources into the arts curriculum;
- Utilizing the rich cultural diversity represented by pupils in the classroom;
- Modifying curriculum, to reflect the diverse ethnic composition of the school district, in such subjects as geography, history, science, home economics, literature, mathematics;
- Disseminating a monthly multi-cultural newsletter to parents;
- Publishing a multi-cultural calendar developed by elementary pupils.

ALL DISTRICT VI SCHOOLS
UNIVERSITY OF MASSACHUSETTS - Boston

TUTORING PROGRAM (1976 -)

Individualized reading instruction by 9 University of Massachusetts College tutors;

Tutoring by parent and college tutors in basic math and reading skills, SAT exams for college entrance, SSAT examinations for entrance into Boston Latin School or English High School;

Two teams of tutors visit elementary and middle schools to teach science;

A tutor coordinator trains tutors and assists school faculty with tutor coordination;

In 1977-78 a full time consultant proficient in the teaching of basic skills was hired for the initial weeks of the program. Follow-up weekly seminars were also conducted.

The 1978-79 proposal reflects the collaborative's wish to consolidate some of the programs already in progress. The two major foci are 1) Instructional support program, and 2) Multi-cultural resource center.

INSTRUCTIONAL SUPPORT PROGRAM

The diagnostic resource program will be changed in scope and emphasis, expanded and renamed the Instructional Support Program for the 1978-79 school year. The activities will include:

direct tutorial services for approximately 400 pupils from the Gavin, McCormack, and Dearborn Middle Schools and the Bigelow, Clap, Emerson, Mason, Tuckerman, Russell, Winthrop Elementary Schools. The tutorial staff will be comprised of approximately 15 parent tutors, 15 paid University of Massachusetts students, and 16 university students earning credit. The tutors will work in 6 areas and stay close to the basic skills in assisting the diagnostic programs and in SSAT programs;

referrals to the program will be made throughout the school year by teachers, parents, guidance counsellors or administrators;

teacher consultations with the instructional support leader to design, 1) individual educational programs to meet individual pupil needs, and 2) approaches, activities and materials which will maintain the child in the regular classroom setting;

parent involvement through correspondence, report mechanisms, and regularly scheduled open houses;

staff development through 2 sections of a 3-credit graduate level course for 15 middle and 15 elementary school teachers; and also on-going training and support workshops for teachers who have participated in past training programs;

training is done by the Simmons Generic Teacher Program.

ALL DISTRICT VI SCHOOLS
UNIVERSITY OF MASSACHUSETTS - Boston

MULTICULTURAL RESOURCE CENTER

The District VI resource center will expand in scope and emphasis and will be renamed the Multicultural Resource Center. The activities done through 1976-78 will be continued while the additional activities will include:

the development of a Multicultural Resource Booklet containing significant information on the 10 major cultural/ethnic groups in the district, also names of agencies, and organizations, performers, artists, publications. Dissemination will be to all elementary and middle school teachers in the district;

resource center staff plans to act as brokers in locating resources for teachers within the greater Boston area;

monthly newsletter prepared, printed and disseminated to parent organizations, elementary and middle school teachers and administrators;

a Resource Center Newspaper will be prepared, printed and distributed 3 times throughout the year;

prepare and distribute monthly multicultural kits to all district elementary and middle schools. Kits will include art, music, science and theatre arts materials;

sponsor 2 Spanish language courses for district teachers and administrators;

organize and publicize cultural/ethnic workshops and presentations for parents, teachers and pupils in the schools.

The collaborative has an administrative group comprising an Administrator and Administrative Assistant, a Multicultural Field Coordinator, Parent Coordinator, Tutor Coordinator, Tutor Trainer, and Tutor Teams.

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SOUTH BOSTON HIGH SCHOOL
SALEM STATE COLLEGE - SALEM

DISTRICT VI

Professional Staff 26

A STAFF DEVELOPMENT PROGRAM

The collaborative was initiated in the Summer of 1977 by a group of 15 South Boston High School teachers who participated in a two-week workshop on Problem solving and Interdisciplinary teaching/learning techniques under the direction of Newton's Education Development Center (EDC). The program aims at developing innovative and effective methods for structuring the classroom environment for teaching and learning. The long range objectives include the establishment of a model teacher center at South Boston High School and to train teachers in problem-solving and interdisciplinary curricular methods and techniques. The two components are teacher training and resource assistance.

TEACHER TRAINING

The core of 15 teachers who attended the summer workshops spent the academic year 1977-78 in an in-service practicum implementing the workshop techniques in their own classrooms and took theory courses in pursuit of a Master's degree in School Administration that has been specifically designed for this program.

This cycle of teachers will be completing their Master's degree program by the close of the 1978-79 academic year andwill be:

1. Resource teachers for new staff members who have joined the program since summer 1977;

2. Core staff members serving as resource persons as the high school becomes a teacher center for other school staffs, in the City, that are interested in learning about and implementing innovative teaching/ learning techniques that have been successful in the inner-city classroom.

The program is a continuing one that is constantly attracting new staff members from South Boston High School and from other secondary schools in the city. A cycle two set of teachers began their program in summer 1978.

RESOURCE ASSISTANCE

Salem State College also serves as a resource to South Boston High School staff in curriculum development especially in the areas of Mathematics, Social Studies, and in a special program called QUEST. The high school staff and faculty feel free at any time to make a request of the College in any way possible within the Staff Development program. A faculty library has been established at the High School through this program, and the college will begin next semester to engage in some evaluation and research projects at the request of the school administration and staff.

SOUTH BOSTON HIGH SCHOOL DISTRICT VI
UNIVERSITY OF MASSACHUSETTS - College of Public and Community Service - Boston

Non-Professional Staff 20

A SUPPORT STAFF DEVELOPMENT PROGRAM

Conscious of the roles they play with pupils, members of the support staff at South Boston High School have identified learning goals that, if realized, will help them to fulfil these roles more efficiently. They wish to 1) formalize and supplement what they know instinctively about adolescents, schools and communities by reading and discussion; 2) acquire new knowledge about ethnic diversity so as to understand the effects of immigration and migration; and 3) improve literacy skills - reading, writing, math and oral communication - with the purpose of producing clear, objective reports on the job.

The expression of these needs resulted in a field-based Bachelor of Arts program in Community Service sponsored by the College of Public Community Service (CPCS) which trains and educates urban adults for human service careers. The program is coordinated by a team of seven persons (4 from CPCS and 3 from SBHS) to date twenty South Boston High School Support staff have completed the University of Massachusetts admissions process.

A new learning community of adults ranging in age from 20-60 will be visible in the school as models for pupils. The non-matriculated support staff will be able to audit classes and take advantage of tutoral help. Library facilities will be made available, as well as, school wide events such as lectures and films will be designed to include pupils, teachers, administrators, and support staff.

The major activities of the collaborative are:

Assessing prior learning of support staff (students)

Giving credits for demonstration of competence

Courses given at South Boston High School - two afternoons per week for two semesters.

ALL DISTRICT VII SCHOOLS
NORTHEASTERN UNIVERSITY

DISTRICT VII

Professional Staff 249

Grades	K-8
Pupils Directly Served	4,985
Special Education Pupils	550
Bilingual Pupils	1,150

A DEVELOPMENTAL EDUCATION PROGRAM

The overall thrust of the collaborative is to foster better communication and understanding among pupils, faculty, staff and residents in one of Boston's most ethnically diverse community and school districts. It is described as a comprehensive plan to provide a range of direct services to teachers, parents and pupils of the elementary and middle schools of District VII and also to enhance the educational opportunities available to pupils with special needs to include those who are gifted and talented. There are four components, two of which involve all the schools while the other two involve seven schools which have chosen to "buy-in" to specific projects. The components are social studies curriculum up-date and implementation, district-wide handbook, math and communication, (school publications).

SOCIAL STUDIES CURRICULUM UP-DATE AND IMPLEMENTATION

The major objectives of this component are to (1) insure that staff and materials are sensitive to multicultural, multiethnic, multiracial issues, (2) provide opportunities for cross-cultural interactions to meet unique needs that may arise within school districts that are desegregating, (3) enable schools to infuse multicultural curriculum and teaching strategies into regular school programming in content areas, and school staffs to incorporate multicultural objectives into regular activities.

A curriculum committee that is composed of teachers, parents, administrators from each elementary and middle school, and consultants meet once monthly to accomplish several major objectives which are:

1. develop stimulating teaching approaches in social studies for slow, average and above average learners, including bilingual and special needs pupils;
2. examine, evaluate and incorporate some of the ESAA multicultural multiracial materials for social studies teaching that will provide staff with certain sensitivities with respect to multiracial issues;
3. construct demonstrations in the use of social studies curriculum to provide classroom opportunities for cross cultural interactions;
4. prepare learning packets that will supplement classroom activities and will engage pupils in activities which foster acceptance of ethnic groups different from one's own.

The committee will inform all teachers/administrators/parents in the district the progress made on curriculum implementation, areas that seem to be more successful, and what might be reproduced. The committee plans to include in the teachers guides materials on ethnic groups represented in the school and the community, but not currently used in the instructional materials.

ALL DISTRICT VII SCHOOLS
NORTHEASTERN UNIVERSITY

Each school will develop multicultural, multiracial resource centers that will be monitored by the curriculum committee. Curriculum guides supplements that reflect the activities of the curriculum committee are printed and disseminated throughout all the district schools.

DISTRICTWIDE HANDBOOK

In an attempt to get a sense of unity with the district, a publication which describes common rules, regulations, policies and practices has been perceived as a great need. Since the population in this district is one of the most heterogeneous, and the children go to school several miles from their homes, it is essential that the common elements which exist in all schools be readily available to both parents and children. The handbook will also describe special programs and promising practices.

A committee of principals, teachers, parents and representatives from Northeastern hopes to develop and publish the handbook and disseminate it to all members of the educational community. The collaborative hopes that the handbook can become a vehicle for developing district pride as well as a sense of unity; and also serve as a strong communication outreach tool so parents can understand better both the diversity and commonality of the district.

The plan includes circulation of an outline of proposed contents, a survey that solicits constructive criticism and comments, interviews with representative sampling of community persons, evaluation of responses, and the final printing of 4,000 copies of the handbook for dissemination. The committee also plans to conduct a second survey to solicit reactions and suggestions for future revisions.

This component involves all the schools in the district.

MATH COMPONENT

Two schools, the George C. Bancroft and the Warren-Prescott, set forth their major goal as equipping each pupil with the fundamental skills needed to succeed in a challenging world, and providing an educational program leading towards progress, achievement, and enhancement of the pupil's self image. Achievement testing in math by the Boston School Department reveals that many pupils from both schools are lacking in the basic skills and in particular conceptual and application skills. Further needs have surfaced, such as the need for pupils of different achievement levels and racial/ethnic backgrounds to interact together in academic settings that reinforce and promote mutual respect for each other's abilities, also that of self confidence in pupils' own math abilities.

Teachers have felt the need to observe successful teaching strategies that involve and motivate pupils. Parents have indicated a need for increased awareness and direct participation in the educational (and specifically math)programs of their children.

In order to respond to these needs, Northeastern University, through a cost sharing subcontractual arrangement with the Boston office of Project SEED, will assure provision of direct services to both schools for two "class year equivalents." Project SEED will provide direct mathematics instruction that will enrich the ongoing school arithmetic program.

ALL DISTRICT VII SCHOOLS
NORTHEASTERN UNIVERSITY

The participating classroom teachers have opportunities of inservice training on a daily basis in the SEED group discovery classes that meet four days weekly from 40 to 50 minutes per day in the regular school classroom in the presence of the regular teachers. A period is set aside once weekly to enable teacher conferences, small group instruction and/or inservice activities. Other interested teachers may have indepth instruction as to the SEED teaching methods and curriculum.

A project SEED parent liaison provides (1) ways of informing parents, and (2) opportunities for parental involvement and familiarity with the SEED instruction offered the children.

During the 1977-78 academic year there was a third participating school - the James Timilty Middle School. Each site had three project SEED discovery groups serving approximately 270 pupils.

COMMUNICATION - INDIVIDUAL SCHOOL PUBLICATIONS

In addition to the district-wide handbook, seven schools promote on-going activities that incorporate reading, writing, and penmanship skills, through individual school publications. This component grew from the success of student newspapers at the Timilty, Bancroft and Edwards Schools. The Timilty paper, in operation for two years, is now nearly self-supporting. The seven schools that will be involved in this component for FY79 will be Bunker Hill, Edwards, Hurley, Harvard-Kent, Eliot, Timilty Middle School and Bancroft. The endproducts will include student newspapers and mini-anthologies, also individual school publications. There will be four newspapers annually to coincide with Halloween (October), Christmas (December), Valentine's Day (February) and Spring (April). The publications are the results of school or classtime activity. Pupils volunteer and are selected based on interest, time and commitment and work with teachers and a Northeastern University staff person.

In the academic year 1977-78 there were only two components: (1) Reading Skills and (2) Math Skills. The collaborative is expanding to four components as other needs have developed within the district.

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CHARLESTOWN HIGH SCHOOL
BUNKER HILL COMMUNITY COLLEGE

DISTRICT VII

Professional Staff 42

Grades 9-12
Pupils Directly Served 543

AN INDIVIDUALIZED INSTRUCTION PROGRAM

This collaborative was designed to address needs such as individualized instruction, reading/writing/mathematics skills building, cultural experiences, career education and community relations. Since the establishment of the collaborative, planning and implementation have focused on creating model programs and services which would eventually serve as a basis for the academic offerings of the high school. The activities developed are through a learning center, individualized instruction, a cultural enrichment program, and a career education program.

THE LEARNING CENTER

Teachers are encouraged to develop and/or adapt teacher-constructed and commercially available courses in a variety of fields and at varying levels. The materials are organized in a self-paced, self-instructional mode and may use multimedia approaches where applicable. Classroom teachers may program Charlestown High pupils in conjunction with regular classroom activities or as a supplementary experience. Pupils who need development instruction in basic skills are identified early and programmed into the Learning Center.

There are currently 80 programs available in the center. The Center staff plans to add more during the current year thus enabling approximately 75% of the pupils the opportunity to participate in one or more learning center programs each week.

The activities in the center include:

- individualized instructional plan (prescirption) for each pupil based on his/her background and current goals;
- guidance, by trained staff, in the use of the materials;
- implementation of pupils individualized learning plan;
- on-going evaluation and each pupils progress;
- modifications of commercial programs to suit Charlestown High pupils; the modifications are done jointly by center staff and teachers.

In addition to pupils working on individualized programs in the learning center they receive individual and small group instruction in the areas of a) basic and advanced reading/writing skills development, and b) pre-algebra skills building.

1) Reading/Writing Skills Development

Within the framework of the Learning Center a program of reading/writing skills will be developed that will identify students with deficiencies, establish a program of instruction, and provide on-going evaluation of pupils progress on an individualized basis. Approximately 250 participants will be served.

2) Pre-algebra Skills Building

This particular component has been developed primarily to serve about 20 grade nine pupils as a result of assessment of entry level skills. A program of instruction and progress measurement is developed within the framework of the individual needs assessment. A math aide is hired to work full-time with the pupils.

A CULTURAL ENRICHMENT PROGRAM

This multi-cultural enrichment program includes an extended campus matinee series and an in-house film series of American culture. The target group for the film series is the senior pupils' group. The program continues with cultural exploration and enrichment experiences utilizing the resources of the Boston area.

A coordinator of cultural programs works with members of the English and Social Studies departments and other interested faculty members to develop a comprehensive list of presentations and also a course schedule for the semester.

CAREER EDUCATION PROGRAM

The collaborative hopes that his component will serve about 200 pupils within the course of the school year. The activities will include:

defining the problem of occupational drift;
providing pupils with occupational information that will help them in setting their long range goals for a meaningful career;
examining occupational needs of pupils in relation to the offerings of the school;
designing and offering a course in occupational choice and of seeking skills to be conducted in the Learning Center in conjunction with the Guidance Department.

A complete catalog of Charlestown High School programs, services and procedures is prepared to be distributed to all pupils and parents and other interested community members of the school community.

ROXBURY HIGH SCHOOL
HARVARD UNIVERSITY - CAMBRIDGE

DISTRICT VII

Professional Staff 59

Grades	9-12
Pupils Directly Served	575
Bilingual Pupils	125

A BASIC SKILLS DEVELOPMENT PROGRAM

The major objective of the Roxbury/Harvard program is to upgrade educational programs, and focus on special needs, parent outreach, tutorial assistance, reading, career education, mathematics and early childhood. Emphasis is placed on educational experiences that will speak to all the needs and benefit directly as many pupils as possible. Past experience, formalized testing and student interest formed the basis for needs assessment and the establishment of priorities to ensure the delivery of quality educational programs to the pupils at Roxbury High School. Varied approaches are used to develop skills in the 7 priority areas of need and so the program is described as A MULTIPLE APPROACH TO LEARNING.

SPECIAL NEEDS

Children are homogeneously grouped in subject areas in 6 resource rooms, according to their needs and abilities. Educational experiences that include field trips to places of cultural and historical significance, and classes in improvisation theatre are among the major activities.

Workshops are conducted for faculty on identifying special needs pupils; methods for supporting their learning in mainstream classrooms; and curricula development in science, mathematics, reading and writing for individualized instruction.

PARENT OUTREACH

Effective parent participation is encouraged through monthly newsletters published by parents. Other activities include coffee hours in school and in homes of parents representing various ethnic communities, cultural programs, parent training in issues relating to Chapter 766, bilingual and vocational education, and the Roxbury High Fall Festival.

TUTORIAL ASSISTANCE

This tutorial assistance program has had far reaching effects on students in one-to-one situations and in providing additional support personnel in various classes throughout the school. The tutorial assistance component reaches over half the student population.

ROXBURY HIGH SCHOOL
HARVARD UNIVERSITY - CAMBRIDGE

Qualified graduate and undergraduate multi-ethnic and bilingual students are recruited each semester, thus appropriate matching where language is an impediment to learning is possible. 50 Harvard students serve approximately 200 pupils two to four hours weekly throughout the year.

Reading tutors are trained in 1 or 2 reading courses offered in the Reading Department at Harvard Graduate School of Education.

READING PROGRAM

This is a comprehensive school-wide reading program in which high standard reading ability is the responsibility not only of the reading teachers and reading tutorial program but also of all faculty members and administrators. A year long training program that focuses on the teaching of reading and writing skills and classroom assistance is given to all faculty members and administrators. Reading and writing materials which are considered culturally relevant to the pupils are selected for use. Tests are administered in comprehension, vocabulary and writing. Materials used are appropriate to the first language of pupils. Pupils get individualized programs in the language lab.

CAREER EDUCATION

The major objective of the career education program is to provide employability skills, career exposure, instruction and training, guidance and placement. Workshops and small group classes in career education topics are conducted. Films and lecture series focus on various career fields. Classes are given in employability skills, resume writing, and interview techniques.

Pre, intermediate, and post tests are conducted to determine student awareness and career preferences. Pupils participate in field trips to various business and professional sites and also in a Career Fair that draw on vast resources of business and professional community in the Metropolitan area. Pupils are assisted in job placement for summer or full-time positions.

A career education resource room is developed in which resources are available in career education programs, career awareness experiences and job exposure internships.

MATH/COMPUTER PROGRAM

Computers are appearing in all aspects of life and this program seeks to acquaint pupils with the computer and its limitations. A math lab is established and provides a wide range of advanced and remedial materials for individual and small group instruction. Interested pupils will be introduced to basic computer programming at Harvard and will be exposed to related computer career opportunities.

ROXBURY HIGH SCHOOL
HARVARD UNIVERSITY - CAMBRIDGE

Faculty members will be trained in computer programming. In addition, math faculty members will develop with consultative assistance a basic math competency program.

EARLY CHILDHOOD PROGRAM

This is a child development program that provides practical field experience to compliment theoretical classroom learning in child development to all pupils of eleventh and twelfth grades. Pupils are assigned two field sites 1) a primary field site in a child care center, and 2) a secondary site in a clinic, public kindergarten or similar setting. The sites offer an integrated setting and a diversity of early childhood situations. On the job supervision and counselling are done by Harvard University students on a weekly basis. Monthly workshops are conducted by The Children's Museum. Pupils go on field trips and hear speakers on topics that will increase career awareness levels of opportunities in early childhood.

CURTIS GUILD SCHOOL BOSTON
LESLEY COLLEGE

DISTRICT IX

Professional Staff 14

Grades	K-5
Pupils Directly Served	243
Special Education Pupils	31

A CREATIVE AND INNOVATIVE LANGUAGE ARTS PROGRAM

The collaborative believes that an innovative language arts program will be an incentive that will attract parents and children from all over the city to attend school at the Curtis Guild. The major objectives of the program are to continue to reinforce language arts strategies concentrating on reading and literature, to use the strategies to enhance interracial and multiethnic awareness, and to concentrate on direct services to children in the classrooms. The activities include special events assembly series, individualized reading; language arts fair, and Creative Writing journal.

SPECIAL EVENTS ASSEMBLY SERIES

This program involves specialists who provide a model for pupils by showing the application of skills in reading and language arts which are used to create stories, develop puppet shows, produce related art experiences, and to incorporate media into the reading/literature programs.

INDIVIDUALIZED READING

Graduate student aides and teachers develop and implement an individualized reading-literature program in the classroom. The teachers and aides identify basal reader skills which need additional attention, and relate these skills to the individualized reading activities. Instructional strategies are used that extend the children's reading skills.

The aides meet weekly with the assistant project director to plan specific strategies which classroom teachers have pinpointed as instructional needs. The pupils are encouraged to create and write their own books.

LANGUAGE ARTS FAIR

Several themes are chosen on which the pupils will do language arts activities. The finished works will be exhibited at a Language Arts Fair to which parents and members of the community are invited. One of the themes for the year 1978-79 is "Cultural Diversity and Interracial Awarenes".

CREATIVE WRITING JOURNAL

Pupils of Curtis Guild have the opportunity to attend an all-day Young Writer's Conference at Lesley College, while the teachers of Curtis Guild attend workshops. As an outcome of the conference each pupil will do one piece of writing to be included in a Creative Writing Journal which is produced and disseminated to both pupils and parents.

Parents are invited to attend all the Language Arts special events both at the school and the college. The instructional aides prepare newsletters twice annually for parents and members of the community.

DENNIS HALEY ELEMENTARY SCHOOL
WHEELOCK COLLEGE

DISTRICT IX

Professional Staff 12

Grades	K-5
Pupils Directly Served	343
Special Education Pupils	29

A SCIENCE AND READING ENRICHMENT PROGRAM

The Dennis Haley is a science magnet school with open space classrooms and serves a community of families from many of the Boston areas reflecting closely the citywide racial composition. The philosophy of the school extols the concept that achievement is based on several attributes--ability, maturity, emotional stability, desire to learn, and rate of learning. The program seeks to use the best techniques in both open and traditional philosophies of education such as cross-gradedness, partial ability grouping, individuality, and team teaching.

The first year of the project (1976-77) included a parent involvement component which enabled the employment of a parent to develop and implement enrichment activities involving children and parents. This was discontinued as the parents preferred the entire funding be utilized for classroom programs.

Although the Haley is a Science Magnet school, great stress has been placed on other subjects that will help in the full development of the pupils. The collaborative is funded for a two-component program: 1) reading, and 2) science.

READING

This component has changed focus since its beginning. The first year the focus was on high achieving kindergarten pupils and low achieving first graders. The second year focused on low achievers in grades 1-5. This year (1978-79) one specialist works exclusively with one first grade teacher to develop a pilot reading/language arts program with a heavy emphasis on diagnostic prescriptive individualized and small group teaching. The teacher and specialist plan daily for this program. A second specialist works with high achievers in grade 2.

SCIENCE

The Haley, as a Science Magnet school, has ongoing projects with the Franklin Park Zoo, the Children's Museum and Wheelock College all funded through Chapter 636. A science coordinator for the past 2 years has developed and coordinated the school's science projects, collected and inventoried all science materials and books, and has worked with staff largely with the SCIS science program modeling teaching techniques and providing pre and post lesson consultation.

Staff development opportunities are offered through the assistance of the science coordinator who works with teachers in differing ways depending on individual needs such as provide ideas and resources; feedback and consultation; joint lesson planning and team teaching. The plan includes that the coordinator may design, organize and teach mini-units to pupils who have high interests in science.

JACKSON-MANN COMMUNITY SCHOOL
BOSTON UNIVERSITY

DISTRICT IX

Professional staff 88

Grades	K-2
Pupils Directly Served	700
Special Education Pupils	230
Bilingual Pupils	80

A TOTAL COMMUNICATION PROJECT

The major objectives of the collaborative are to provide a basic program for instructional support in language/communication; and to provide year-long instruction to increase motor and perceptual skills, and intergroup relationships. The components are staff development, parent outreach, communication skills activities for hearing impaired/pupils, and also motor skills development to all pupils.

STAFF DEVELOPMENT

This component provides instructional assistance primarily to teachers of the hearing impaired. Some of the activities include:

courses related to language communication;

weekly seminars for teachers on language intervention;

in-classroom demonstrations and services to pupils;

consultations with teachers or parents as requested;

classroom assistance by approximately 10 graduate students in 1st semester and 5 in the second semester

PARENT OUTREACH

This aims at increasing parental involvement and effectiveness in providing language learning and communicative skills. Parents have been invited to attend courses and conferences related to language/communication offered at Jackson Mann.

COMMUNICATION DEVELOPMENT

A single integrating objective permeates the activities of this component providing a system of instructional support which, a)affects behavioural changes in students' language, communicative, and interpersonal skills; and b) creates learning experiences through which these behavioural changes can occur.

Direct services in development of communication skills is provided by graduate students to 50 hearing impaired pupils. Classroom assistance to teachers of hearing impaired is given by approximately 15 graduate students annually.

JACKSON-MANN COMMUNITY SCHOOL
BOSTON UNIVERSITY

MOTOR SKILLS DEVELOPMENT

This component enhances opportunities for pupil interaction and for the integration of handicapped and non-handicapped pupils. A major objective is to provide a systematic program for motor skills development for all pupils of the Jackson Mann school, and a 5-day residential experience for about 100 pupils.

This program is designed by specialists from the University's department of Movement, Health and Leisure and offers learning experiences in track and field, dance, gymnastics, movement exploration, lead-up games and outward bound adventures. Activities are offered daily at the Jackson-Mann.

A 5 day residential field experience for about 100 pupils is held at Agassiz Village in Main in May. Activities include enrichment and self-image building for elementary school pupils in addition to environmental studies, music, arts and crafts, dramatics and outward bound activities. Handicapped children have participated since the establishment of this program.

JAMES M. CURLEY
WHEELOCK COLLEGE

DISTRICT IX

Professional Staff 28

Grades	K-5
Pupils Directly Served	378
Special Education Pupils	49

A SUPPORT AND DEVELOPMENT PROGRAM

The collaborative of James M. Curley School and Wheelock College saw a pressing need for greater acknowledgement, understanding, and respect for the many diverse groups within the community. The collaborative feels that a program that promotes understanding and respect, together with a solid foundation of basic skills is the program that will realise its goals.

The components of the collaborative are mainstreaming program, basic skills- math, music enrichment, parent involvement, and library.

STAFF DEVELOPMENT AND MAINSTREAMING PROGRAM

The major objective of this component is to develop classroom teacher skills in addressing an individual child's needs without relying on Chapter 766 procedures and thereby decreasing teacher reliance on core evaluations to meet students' needs. A special needs specialist is employed who has over the past two years developed a multi-faceted approach in order to implement the program. Much is done through both direct and indirect services to children. Some of the activities of the specialist are to:

work with staff on a one-to-one basis to develop skills in identifying, quantifying and remediating special needs of individual children;

develop staff skills in the implementation of prescribed education plans;

develop a resource file for special needs;

assist in the development of educational plans;

work with small groups of children on a regular basis.

BASIC SKILLS- MATH

The three major objectives of this program are to assist remedial and enrichment processes and to establish resource information area for staff.

Remedial- remedial and alternative techniques are given to small groups of children who are experiencing difficulties with the basic program.

Enrichment - pupils who show particular interest or skills in mathematics will be given special enrichment work on a regular basis in order to challenge their skills and abilities.

Resource - a math resource area has been established in which small groups can be accomodated for activities and which houses materials for use by regular staff members.

MUSIC ENRICHMENT

The music enrichment program began in the 1977-78 school year and aims at exposing children to professional musical performances, promoting school community spirit through shared group experiences, and exposing the pupils to music from many cultural backgrounds.

This component supplements an on-going music teaching program with the Kodaly Musical Training Institute. A series of musical presentations will be provided by this component and the school services of Young Audiences are used. Parents are invited to attend these performances.

PARENT INVOLVEMENT

This component aims at the growth and development of an active, effective "community of parents." A part-time parent coordinator and a parent newsletter editor are hired annually to conduct the activities of the parent component.

The newsletter editor will publish a semi-monthly newsletter for parents, teachers, administrators and friends of the Curley School.

The parental involvement activities that had been conducted in previous years have developed parent awareness and established an atmosphere of openess to parents. The parents have defined several activities they wish in the ensuing year as:

weekly coffee hour for parents;
minimum of three evening events for the school community;
a series of welcoming activities in the fall for new parents;
facilitation of Racial Ethnic Parents' Council meetings and activities;
serving as the representative of the school on city or district parent committees as necessary;

Wheelock faculty members are available for consultation in program development; and the parent coordinator will organize and facilitate other activities as they arise.

JAMES M. CURLEY
WHEELOCK COLLEGE

LIBRARY

Through Chapter 636 a library aide has been established in the library for the past three years which has enabled the library to become an exciting, vital and integral part of the school. During the 1977-78 school year the cost of the library aide was assumed under the District IX Library Proposal but for the ensuing year this is once more a component of the collaborative.

The functions of the library aide include:

developing weekly library programs for every day class in the school;

organizing open times for small groups of individual children to use the resources;

continuing the development of resource materials for use in multi-cultural curriculum areas and also for multi-cultural curriculum activities in the library. An example of multicultural activity is a joint program with the Children's Museum and two class-room teachers in Japanese Culture, that was funded through an ESAA mini-grant.

JAMES W. HENNIGAN ELEMENTARY SCHOOL
LESLEY COLLEGE - CAMBRIDGE

DISTRICT IX

Professional Staff 38
Non-professional

Grades	K-6
Pupils Directly Served	694
Special Education	95
Bilingual Pupils	118

AN ACADEMIC ENRICHMENT PROGRAM

Reading skills and enrichment with a multi-cultural emphasis have been the focus of this collaborative ever since its establishment and has been known as the "Hennigan Happenings". Components of this program are reading, enrichment and skills reinforcement support program, parent outreach, library activities, psychological services.

READING PROGRAM

The pupils are organized in 5 reading pods (A-E). Reading aides are employed to assist each pod with reading and reading related activities. Assistance will include reading skill reinforcement and reading enrichment and may involve activities such as playing reading skills games. Efforts are continually made to include multi-cultural materials during the reading activities.

ENRICHMENT AND SKILLS REINFORCEMENT SUPPORT PROGRAM

A Lesley reading instructor is assigned to train the 5 reading aides at the school in methods for teaching reading. Part of the reading instruction is individualized for the aides to help them in their classroom responsibilities. Group instruction focuses on reading process and teaching skills. The reading instructor also functions as a consultant to the aides and teachers.

PARENT OUTREACH

Parent outreach activities take two forms:

1 PARENT COMMUNICATION

The collaborative sees the need for continued detailed and frequent communication to parents. This is done through periodic newsletters and a magazine called "Hennigan Happenings". About 20% of the families are Spanish-speaking so the information is sent out in both English and Spanish. Effort is made to have information at meetings interpreted into clear and correct Spanish.

A parent coordinator (preferably bilingual) is hired annually to coordinate and produce the newsletters and magazine, and also to involve the parent organizations, school administration and teachers, the library staff, the Lesley/Hennigan project staff and the Hennigan pupils. The production of the magazine will involve volunteer parents and pupils.

2. PARENT VOLUNTEERS IN SCHOOL ACTIVITIES

The population of this magnet school is spread throughout the city. Therefore, the enlisting of parent volunteers is perceived as a difficult task. For 3 years parent coordinators have striven to increase constructive parent participation in the school's activities.

The parent coordinator invites parents to periodic coffee hours and projects to interest parents in volunteering in school's activities such as:

tutoring 1 or 2 children in reading or language arts;

offering enrichment activities to a small group of children;

assisting in the library; and

assisting in enrichment activities of the children.

LIBRARY ACTIVITIES

The library is perceived by the collaborative as an integral part of the school's reading program and a source for the enrichment and enjoyment of reading. A part-time library aide is hired annually to provide assistance to children using the library and also provide interest displays to entice children to read and use the library.

PSYCHOLOGICAL SERVICES

A part-time psychologist is employed to work one-day weekly with classroom teachers. The activities include providing:

analysis techniques for establishing the urgency of the needs of children and the feasibility of services;

strategies/models for classroom management;

strategies for using optimal learning modes;

consultation with parents about the core process and program;

psyco-dynamic testing when appropriate;

consultation services to teachers, special teachers and parents.

NATHAN HALE
WHEELOCK COLLEGE

DISTRICT IX

Professional Staff 4

Grades	K-5
Pupils Directoy Served	120
Special Educatic: Pupils	3

A BASIC SKILLS AND EXTENDED KINDERGARTEN PROGRAM

The program focuses on increasing basic skills of children who are low achievers in grades 1 through 5. Kindergarten children also receive enrichment and basic skills development programs. The components of the pairing are tutoring, extended day kindergarten, and parent outreach.

TUTOKING

Four Wheelock students tutor three to four Nathan Hale pupils each on an individual basis twice weekly for approximately half an hour. The pupils are selected by the classroom teachers in grades 1 through 5 on the basis of individual need in the academic subject areas. Tutors are supervised by a Wheelock faculty member.

EXTENDED DAY KINDERGARTEN

An early childhood curriculum specialist works two days a week with the four kindergarten classrooms. A second specialist works once weekly with the teachers in 1) diagnosing of children with problems, 2) development of skills in working with these children in the classroom, 3) planning and implementing innovative kindergarten activities, and 4) the development of an outdoor play program.

PARENT OUTREACH

The team of teachers, aides and specialists of the extended day kindergarten program will work together to plan and implement a series of seminars for parents relating to the growth and development of the kindergarten child at home and in school.

RAFAEL HERNANDEZ
BOSTON UNIVERSITY

DISTRICT IX

Professional Staff 16

Grades	1-5
Pupils Directly Served	211
Special Education Pupils	35
Bilingual Pupils	126

AN EXPRESSIVE AND PERFORMING ARTS PROGRAM

The pairing was formed in the academic year 1977-78. The objectives are to expand the range of curriculum and services available to the Rafael Hernandez pupils in the area of arts and to provide Spanish instruction to parents.

The activities focus on non-verbal learning opportunities that include instruction in music, guitar and physical education. Because of the combination of subjects offered the program is called a Language Of All Cultures Project.

MUSIC

Creative expression through music is experienced by four groups of twenty pupils four days weekly.

Instrumentation instruction - Guitar - is offered to groups of twelve pupils for two hours weekly.

PHYSICAL EDUCATION

Four groups of twenty pupils experience creative expression through dance one hour weekly.

Four groups of twenty pupils receive instrution in Motor Skill development four days weekly for one hour each day.

PARENT OUTREACH

Spanish instruction for twenty parents for 3 hours weekly.

WILLIAM H. OHRENBERGER SCHOOL
EMMANUEL COLLEGE

DISTRICT IX

Professional Staff 42

Grades K-5
Pupils Directly Served 674
Special Education Pupils 24

A STAFF DEVELOPMENT PROGRAM

The Ohrenberger is a magnet school and, as such, emphasis has been placed on expanding existing programs, supplementing current staff, attracting parents and children from mulit-ethnic backgrounds, and developing individualized programs. Extended programs are developed in Science, Physical Education, Parent Involvement, Multi-cultural Program, Tutorial Teacher Aide, Special Needs, (1977-78) and Guidance Program.

SCIENCE PROGRAM

A basic science program that is continuous from grade 1 through grade 5, is developed with the use of individualized and independent approaches. It is the basic curriculum for those grades and additional attention is given to kindergarten pupils. "Hands-on" approach is provided. Activities include take-home mini-units, mini-greenhouse, adopt-a-pet-for-a-day, exhibits, the use of lab materials and A/V equipment. Enrichment activities such as math - measuring, basic computation, graphs, art-drawing, lettering may be added according to individual needs and requests. A science coordinator assists teachers in developing materials from the concepts of SCIS and coordinates children's programs in mathematics, reading and language.

PHYSICAL EDUCATION PROGRAM

The physical education program fulfills physical, educational, social and economic needs of all pupils for half the year. A certified physical education specialist creates an extensive and intensive program that aims to 1) develop gross and fine motor skills, and overall coordination; 2) bring about pupil interaction, esprit-de-corps; a positive sense of self-esteem; 3) bring physical development into harmony with cognitive and affective development; 4) develop social control particularly among those working with groups.

PARENT INVOLVEMENT PROGRAM

The increase of parental involvement particularly from among minority groups has been perceived as a method of fimiliarizing parents with current educational practices and improving home-school communications.

WILLIAM H. OHRENBERGER SCHOOL
EMMANUEL COLLEGE

Parents are hired to do specific tasks in the classrooms as assisting teachers with clerical tasks, tutoring children who have been absent in order to give them missed work, individualizing educational programs under the direction of the teachers; conduct small group instruction to reinforce basic skills; offer remediation or enrichment to individuals of groups of pupils, and be involved in story-telling, dramatizations and other creative activities.

MULTI-CULTURAL PROGRAM

Two of the major objectives of this program are to (1) develop in students an understanding, pride and respect for each one's own cultural heritage; and (2) to provide a consultant, an implementor and a coordinator to assure access of materials for teachers, students, tutorial aides, parents and volunteers to implement the multi-cultural program in the school.

A series of 4 workshops for parents and school personnel is given dealing with the awareness of cultural pluralism. These workshops also enable participants to analyze texts, films and other resources to determine cultural bias.

The program also recruits parents, teachers and other members of the community to share their various cultural heritages through music, art, media, costuming, foods and traditional ceremonies with the students.

TUTORIAL/TEACHER AIDE PROGRAM

This program has a two-fold objective in which teachers receive supplementary aid and pupils get tutorial help. 23 Emmanuel College students, 2 of whom are music majors, are recruited and assigned specific tasks. The music majors provide services to pupils in the handicapped pod in a music program.

SPECIAL NEEDS PROGRAMS (1977-1978)

Two programs that are specifically designed to benefit children in the Haymarket Square Multi-Handicapped Program are the Language/Communications Program and the Resource/Parent Program.

LANGUAGE/COMMUNICATIONS PROGRAM

This program aims to develop increased self-confidence and more positive behavior among children with severe language deficiencies. A Language/Communications consultant evaluates the individual needs of the pupils and sets appropriate language programs; offers workshops for teachers, aides, and parents on developing language/communication skills, and demonstrates in the classroom setting how to carry out skills programs. A resource center is established consisting of assessment sheets for evaluations, materials targeting goals, and specific programs that suit the different levels and individual styles of learning of children in the multi-handicapped "pod".

WILLIAM H. OHRENBERGER SCHOOL
EMMANUEL COLLEGE

DISTRICT IX

RESOURCE PARENT PROGRAM

Children in the multi-handicapped program who either have severe learning problems or have not achieved basic self-help skills are given individual programs according to their needs. Independence is encouraged through the development of socialisation skills and appropriate school behavior. Parent training and support are offered in behavior management and skill development through survey questionnaires, workshops, and individual contacts. A resource center is also established for the use of the teachers in assessment, targeting of goals, specific learning programs to develop skills, materials in behavior management techniques, staff training and parent training.

GUIDANCE PROGRAM

A psychologist from Emmanuel College works a full school day each week in order to provide supplementary educational services in the area of personnel guidance and counseling through individual sessions with students and to provide teachers with support services in developing positive classroom behavior programs. Both individual and small group sessions are held.

WILLIAM MONROE TROTTER
CURRY COLLEGE - MILTON

DISTRICT IX

Professional Staff 30

Grades K-5
Pupils Directly Served 664
Special Education Pupils 81

A BASIC SKILLS DEVELOPMENT PROGRAM

During the academic years of 1975-77 the Trotter School was in a collaborative with Suffolk University. The academic year 1977-78 saw a transition period during which the Trotter School staff committed themselves to sustaining a partnership in elementary education in which administration, faculty, parents and pupils would work together towards creating and maintaining productive learning environments that will enable each pupil to reach an optimum level of development. The partnership was changing, so the year 1978-79 has a new collaborative - one between the Trotter School and Curry College.

The program provides for the maximum development of basic skills and enhancement in the areas of math, reading and writing with an emphasis on parent participation. The program also enhances the school's magnet theme of open education experimental education through three components a) math skills development b) reading and writing skills development and c) parent involvement. Each component invites much participation of parents and so the program is more commonly known as BASIC SKILLS DEVELOPMENT WITH PARENTAL INVOLVEMENT. Although the partnership has changed the focus remains the same since 1975. Progress reports reflect the differences in results that occur annually.

The theme of the school is Open Education - Experimental Education.

THE MATH LAB

The math skills development program is done via a math lab that was established in January, 1976. The activities serve as an extension of the total math program and provide services to average and above average pupils. The program attracts, in particular, parents and pupils who desire extended experiences in math. One of the major features of the program is the application of skills with emphasis on math in everyday life. During the ensuing year the program will be amplified to include math, science, and career information. It is a math program for pupils who do not qualify for Title I.

A diagnostic tool and related pupil profile have been implemented as a result of this program. Additional features are the Metric Poster Contest and Metrithon (Metric Olympic type event) that are held school-wide. Parents are kept abreast of all the activities and during the Metrithon contest parental involvement recorded about 30 parents daily in attendance.

WILLIAM MONROE TROTTER
CURRY COLLEGE - MILTON

READING AND WRITING SKILLS DEVELOPMENT

Reading - in 1976 a Home Reading Program was organized that aimed to bridge the gap between home and school, by the extension of the pupils' reading program outside the school environment. The use of the Reading Skills Fountain Valley Profile Chart helps to determine the progress of each child. Materials include readings on career awareness themes.

The major objectives are:

to have each child in grades 3-5 read at least the equivalent of 2 supplementary reading books;
to start or extend the child's home library;
to encourage home summer reading on a voluntary basis;

Supplementary reading textbooks are lent to each child to read at home. These readers are books that go along with the basal readers used in the classrooms and give extra reinforcement in reading skills. The home reading books are kept in the Reading Reserve Room and borrowed by classroom teachers when needed.

Writing - Curry College faculty and students will be working closely with the Trotter School administration, teachers and parents to develop and organize a writing program from K-5 that would strengthen the handwriting and composition skills of all pupils. The activities will include:

the development of a chart of basic written language skills that will include both general and individualized goals at each grade level;

in-service workshops for teachers to learn how to rate papers holistically so that a common standard for evaluating papers throughout the grades will develop. In-class demonstrations will also be done;

the use of a common correction symbol system by all teachers and students/pupils;

the development of writing portfolios that will move with the pupils from grade to grade;

the establishment of a teachers' center for the collection of ideas and activities that will result in the development of a unified set of materials related to multi-ethnic and non-stereotypic themes;

a series of workshops for teachers on methods and activities to improve writing skills;

meetings with parents to solicit their views on pupils' writing needs and other general contributions to the writing program.

WILLIAM MONROE TROTTER
CURRY COLLEGE - MILTON

PARENTAL INVOLVEMENT

The parental involvement program developed because parents expressed the need to be more informed about the academic training their children were receiving and also because of the belief of the Trotter School staff that "all parents are the primary teachers of their children" and as such should be actively involved in the educational process of their children. Parents need to be more informed in order to provide better home reinforcement.

A parent coordinator is employed to prepare and distribute a listing of the myriad of opportunities that exist for parents to become involved at school or home, including involvement in the Home Reading Program, participation in field trips, involvement in committees, assistance as room parents and helpers in productions, attendance in work sessions and participation in Educational Planning Committees.

The parental involvement activities include:

Work sessions every Friday in the math lab to enable parents to learn the objectives of the math program; use manipulatives and materials as their children do in school; see how concepts and skills are developed and also learn how to help their children at home. Parents will also be able to make equipment and games to use at home with their children.

Attending work sessions to learn about the writing program and to contribute ideas, activities and suggestions to the further development of the program.

Access to the multi-cultural and non-stereotypic materials available through the reading and writing programs.

Publications and distribution of a newsletter four times a year to all parents. The editor is a parent who is selected from the existing parent group.

A parent volunteer week during which time parents will be exposed to the various needs in the school and will then identify where they can be of assistance.

MARTIN LUTHER KING MIDDLE SCHOOL
INSTITUTE OF OPEN EDUCATION - ANTIOCH GRADUATE CENTER - CAMBRIDGE

DISTRICT IX

Professional Staff 60
Teacher Aides 11

Grades	6-8
Pupils Directly Served	790
Special Education Pupils	128
Bilingual Pupils	90

A LANGUAGE ARTS MAGNET PROGRAM

The M. L. King Middle School has been designated a Language Arts Magnet School, therefore a great many of the activities are designed to benefit all pupils. Areas of concentration include career exploration, parental involvement, curriculum sharing and development, bilingual resources, mathematical skills, and skill related technical assistance.

LANGUAGE ARTS

Teachers, aides and specialists receive in-service courses to learn more about how to develop language skills while teaching other subjects. All pupils derive benefit. Average and above average pupils receive extra activities to insure more effluent reading, greater comprehension, more coherent writing, increased vocaburary skills, more accurate spelling, higher achievement levels on standard tests in language arts skills. Pupils below grade level in reading receive specialized instruction to improve reading level. Pupils with Limited English-speaking ability receive improved learning resources to heighten English-speaking and reading ability.

CAREER EXPLORATION AND RESOURCES

A career laboratory has been established and includes materials and equipment necessary to serve a large proportion of the student body. Career exploration activities in all Unified Plan cluster areas reach all pupils.

There is expansion in the school-wide business curricula to include the coordination of:

- School store with social studies for marketing and distribution;
- Math classes with computer course;
- Social studies, language arts, art, and industrial arts with journalistic extra-curricula activities to build communication and Media exploration cluster;
- Mini-courses of typing and stenography for Business and office exploration.

Further career exploration activities include a career Information Resource Center for teachers; expanded use of community resources; increased parent participation both with teachers and in classrooms; revision and expansion of eight grade pupil/parent survival kit; the selection of Spanish language materials; selection and use of career exploration materials which will meet requirements of all Chapter 766 pupils; career exploration in-service program; and the dissemination of career exploration program information to parents and community members.

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MARTIN LUTHER KING MIDDLE SCHOOL
INSTITUTE OF OPEN EDUCATION - ANTIOCH

PARENT INVOLVEMENT

In addition to assisting in career exploration activities parents are employed as instructional and/or clerical aides. Parents receive technical assistance in helping to resolve pupil problems. Training is given to community parents serving as aides in order to enhance performance in assigned tasks.

CURRICULUM SHARING AND DEVELOPMENT

The curriculum sharing center will be the central point for teachers to be able to try out and contribute curriculum materials. Center resources will be utilized to establish mini-course offerings.

BILINGUAL RESOURCES

Regular tutorial assistance and counselling support will be given to Spanish speaking pupils including those with learning disabilities. More instructional materials useful in meeting the needs of advanced and remedial bilingual pupils are available to teachers. A bilingual resource specialist gives technical assistance to staff.

MATHEMATICAL SKILLS

The creation of a math center has enabled individual remedial and enrichment help to at least 30 pupils. Home visits for math tutoring are available for at least another 20 pupils. A math skills specialist serves as resource to staff.

SKILL RELATED TECHNICAL ASSISTANCE

The major objective is to improve teachers ability to develop pupils' skills and respond to immediate needs through technical assistance provided by Antioch faculty. Twenty-five staff members attend workshops and teachers of advanced seventh graders will receive regular technical assistance in promoting rapid skill development in language arts, math, and other key skill areas. Fifteen staff members become involved in school improvement projects that deal with mastery standards, mini-courses, parental involvement, dissemination of magnet school information and multi-ethnic awareness.

The King/Antioch pairing has shifted its focus for the 1978-79 school year to an intensive in-school staff development effort. This change was requested by the King School staff, and is reflected in the hiring of a full-time Project Coordinator/Staff Developer to be based in the King School, also in the incorporation of the Education Coordinator, a full-time resource and curriculum person, into the pairing budget. The 1978-79 budget reflects a more concentrated focus on direct classroom assistance, curriculum development, and development of the magnet theme of the King School, language arts. This focus reflects the needs of the school and the greatest asset of the Institute of Open Education.

MARTIN LUTHER KING MIDDLE SCHOOL
INSTITUTE OF OPEN EDUCATION - ANTIOCH GRADUATE CENTER - CAMBRIDGE

Since the King School was made a magnet school in 1975, it has been faced with the awesome challenge of attracting students from all parts of the City of Boston. The pairing is designed to develop the magnet theme of the school, build the skills and morale of the staff, and project the new reputation of the school throughout the city, so that recruitment of students is not a year-by-year crisis.

These are the main components of the project:

1. Project Coordinator/Staff Developer - full time inside the King School, hired jointly by the Institute and the King School staff, an adjunct faculty member at the Institute, to give direct classroom assistance to all King School staff members, coordinator of university side of the project.

2. Education Coordinator - Full-time resource person focusing on curriculum development, building of minimum standards, grade-to-grade curriculum flow, and development of the school's curriculum sharing center.

3. Science-Math Consultant - three-day-a-week consultant to infuse new methods and materials into science and math classes school-wide, particularly in the sixth grade where teachers are being asked to teach science for the first time. Development of a sequential curriculum backed up by resources in the school.

4. Responsive technical assistance fund - to bring consultants, visiting speakers, and other resource people into the school.

5. Curriculum materials and equipment fund - to enrich the resources in the school's Curriculum Sharing Center and in individual classrooms.

6. Career Education Aide - to work with students on broadening and deepening career awareness, and to infuse materials into regular education classes.

7. Parent Involvement - to increase parent involvement in the life of the school.

8. Clerical assistance - to free the Project Coordinator/Staff Developer, the Education Coordinator, and the school's 636 Coordinator from routine paperwork so they can focus on educational and staff development issues.

9. Professional Development Fund - to increase the degree to which the staff participates in outside sources of professional enrichment.

10. Recruiting expenses fund - to continue the process of spreading the work about the school across the city.

11. Minicourse fund - to increase and diversify the offerings in this innovative part of the school's program.

12. Book fair fund - to prime the pump in the school's annual book fair.

13. Field trip fund - to increase the meager number of field trips in career education and curriculum enrichment possible with regular school funds.

CHARLES E. MACKEY MIDDLE SCHOOL
MASSACHUSETTS COLLEGE OF PHARMACY

DISTRICT IX

Professional Staff 50
Non-Professional Staff 1

Grades 6-8
Pupils Directly Served 460

AN ARTS AND HUMANITIES PROGRAM

The major objectives of this program are to implement and supplement instruction in core curriculum and basic skills and to develop further and enhance the magnet theme of Arts and Humanities by increased pupil exposure to the arts in their daily experiences. The objectives are accomplished through activities such as Fine and Applied Arts, Theatre Arts, Language Arts, Human Dynamics, Health Education, Life Sciences, Social Science, Individualized Learning Programs, Artist-In-Residence Program, and Student Performances. Much emphasis is currently placed on the infusion of the magnet program activities into the permanent curriculum of the school. One of the ways the pairing has been able to do this is in the development of major and minor elective courses that are offered 6 periods weekly and 2 periods weekly respectively.

FINE ARTS

MUSIC - Pupils can participate in either choral or instrumental music as music majors or as music minors.

CHORAL MUSIC MAJOR - Thirty majors in choral music have the goal of acquiring competence in 1) vocal performance - harmony and three part singing, 2) music reading - selection and performance of a piece of written music, and 3) concepts of harmony - singing, reading, writing. Competence is developed through participation in concert chorus, written exercises in music theory, listening and performance in concerts and programs. Selections include works by Giff, Beethoven, Shaw, Mann-Weel/Cassey, Gershwin, Whitney/Kramer, and represent different cultures.

INSTRUMENTAL MUSIC MAJORS - The goals of competence acquisition for the instrumental music majors include the playing of woodwind, brass or percussion instrument both solo and in groups; the reading and use of music notation; an appreciation and knowledge of ethnomusicology, music theory, and theory. Participatory experiences that will enable the accomplishment of these goals are playing, listening, organized band activities and field trips to musical activities. Some of the composers whose works pupils learn are Mozart/ Morris, Caponegreo, Mussorsky / Henderson, Ployhar, Rimsky-Korsakoff /Henderson, Bach, Greene.

FINE ARTS AND PHOTOGRAPHY MAJOR

As a photography major it is expected that pupils will 1) gain self-expression through the various media of fine arts as well as by inter modal activities such as theatre arts and bodily expression; 2) expand consciousness of their world or interrelatedness of all modes of expression; 3) clarify and improve effective

communication; 4) gain technical skills through video tape and photography; and 5) provide an artistically stimulating environment throughout the school. Activities include photography, video, and centering on a potter's wheel.

FINE ARTS AND PHOTOGRAPHY

The sixth grade fine arts major attends two periods weekly and becomes involved in video activities, the use of clay on a potter's wheel, drawing, painting and sculpture of various types depicting personal, internal and external realities. These experiences will 1) provide pupils with a general introduction to the Fine Arts, 2) develop awareness of the proper use of materials, 3) develop self-discipline in and through art media, and 4) widen pupils perceptions of the work and interrelatedness of expressive modes.

ARTS APPRENTICE PROGRAM - This program is offered for 2 periods weekly and meets with a professional artist. School wide demonstrations and public displays of student/artist produced work are regular features. Interdisciplinary projects that involve science, dance, literature, theatre, art and sports form a part of the program offering. One of the objectives is to develop an awareness and understanding of the various media and techniques employed by a graphic artist.

THEATRE MAJOR

A 6-period weekly elective in theatre activities is offered to pupils who are interested in developing awareness of career opportunities in drama, improving verbal and non-verbal communicative skills, learning distinctions among the various types of commercial theatres, and understanding and appreciating the dramatic process. Each week pupils will wirte, produce and perform in plays of at least 15 minutes duration. Field trips are organized to encourage professional theatre experiences and interaction with performers. Analytic skills are developed and supervisors encourage discussions in syntactic and semantic qualities of dramatic literature and also non-verbal modes of expression.

LANGUAGE ARTS

The language arts program under the magnet project has been interwoven with the humanities component and elective courses have also been developed to include creative writing, journalism and pen-pal minor.

CREATIVE WRITING - Clarity of thought is one of the major foci of this elective. Pupils are encouraged to use imagination, infer ideas and to express themselves freely in story telling. Efforts are correlated with drama as pupils are expected to improve their expression through narration, develop knowledge of language used in dramatic writing, create suspense through the use of words, and to develop unique modes of written communication. Pupils are encouraged to produce writings that will be submitted to the student newspaper.

JOURNALISM MINOR - The objectives of this elective aim at improving non-traditional pupil writings, developing production and editing skills, and fostering pride in one's work through publications. Two major publications

are the student newspaper and yearbook. Pupils are encouraged to use reportorial, editorial, and expository styles.

PEN-PAL MINOR - Children from different geographical and cultural milieus are in constant communication with each other. This produces opportunity for structured writing and reading experiences. Children gain insights into the importance of geography in daily life and so greater interest in their own community is also developed. Research, discussion and exploring the community are three major activities.

FRENCH MINOR - An elective course meets 2 periods weekly in which an understanding of Haitian and French Canadian cultural contributions to New England is established. The examination of French cognitive elements enables improved English language skills. Activities include visits to cultural expositions, such as the Whole World Exposition.

HUMAN DYNAMICS

The human dynamics program has been developed as an elective major course. Pupils explore alternative ways of dealing with emotions, awareness of self in relation to others and will discuss the influence of family and peer group upon personal development. Self-inquiring activities are conducted as well as video-taped simulation activities, student produced film strips and tapes, and field trips.

HEALTH EDUCATION PROGRAM

This program, specifically designed for eighth graders is developed by trained personnel from Massachusetts College of Pharmacy in collaboration and supervision of Mackey faculty members. It includes drug and drug abuse identification; training in decision-making strategies; field trips to Massachusetts College of Pharmacy and other sites of professional health education services; and values clarification activities. Pupils also develop an awareness of career fields in health and health education.

LIFE SCIENCE PROGRAM

This is more commonly known as the Animal Rescue League Program and was developed in 1973 for eighth graders. The major objectives of this 16 week course are to 1) develop awareness of the humane society's role in urban society, 2) utilize community resources, and 3) explore career possibilities in animal care. An eighth grade life science class is selected according to criteria of student preference, and teacher recommendation.

Mini courses developed by the Animal Rescue League of Boston are animal and marine life programs.

SOCIAL SCIENCES

A social science resource consultant team teaches in a social studies class once weekly with a two-fold purpose of enhancing the learning experience of

the pupils and supplementing the educational team to provide innovative approaches to learning social science.

INDIVIDUALIZED LEARNING PROGRAM

A major component of this pairing is an INTENSIFIED LEARNING CENTER that allows for optimum individualization of curriculum and instruction. Each pupil in the school is pre-programmed for a minimum of 1 and a maximum of 3 50-minute intensified learning periods per week. An environment is provided that will stimulate educational growth for slow, average and advanced learners. All Mackey Middle School pupils are afforded the opportunity to participate in supplemental and alternative experiences to regular classroom instruction. Faculty are able to meet the needs of individual pupils through self-paced individualized learning experiences. Advanced pupils get accelerated learning experiences; average learners receive stimulated learning experiences and slow learners receive developmental or remedial learning experiences. Independent student thinking and conceptualization are fostered. The program involves the entire school community (pupils and faculty) in addition to 2 professional educators hired to staff the center.

ARTIST-IN-RESIDENCE PROGRAM

The artist-in-residence program involves pupils in a variety of activities necessary for the creation of a series of murals throughout the interior of the school. A maximum number of pupils work with the artist in developing the murals.

STUDENT PERFORMANCES

The major objective of this program is to enhance the general appreciation of the arts and humanities for all pupils by the performance of dance, musical and theatrical productions. The activities are included under the dance, theatre, bilingual and theatre arts components.

PHILLIS WHEATLEY MIDDLE SCHOOL
SUFFOLK UNIVERSITY (1975-1978 only)

DISTRICT IX

Professional Staff

Grades	6-8
Pupils Directly Served	314
Special Education Pupils	59
Bilingual Pupils	62

A CAREER EDUCATION PROGRAM

Activities in this program during the academic year 1977-1978 focused on the implementation of the Unified Plan for Occupational Education. A pressing need for career education at the middle school dictated the segments chosen for career development. It is expected that a program as this will promote wiser student choices with regard to high school options and course selection, foster improvement of vocation seeking skills and develop decision making skills. The segments chosen include Boutique, Industrial Crafts and Food Cluster that provide activity-centered experiences in marketing, manufacturing and foods which are 3 of the U.S. Office of Education clusters; and also segments dealing with video, career center, and curriculum development. One of the overall aims of the collaboration is to develop self-employment skills. Bilingual and special needs pupils are included in all segments.

BOUTIQUE - "A MINI BOUTIQUE"

Some of the objectives of this project are to give pupils information and concepts necessary to plan a business, to develop leather working skills and to encourage the awareness of a means of self-employment. In order to accomplish the objectives a group of 15 pupils meet weekly for 45 minutes for 3 terms to a) hear about career information on leather craft; b) plan for and purchase supplies, design and manufacture leather items, locate outlets for the sale of products; c) accounting and budgeting.

The student group include bilingual and special needs pupils and especially talented pupils are given the opportunity to use a professional studio.

INDUSTRIAL CRAFTS

The focus of this segment is to impart to students the skills and concepts necessary to open and operate successfully a small business. Practical activities in all phases enables skills development in addition to learning about the theories of entrepreneurism. Career information is supplied in relevance to the activities which are:

Plastics - cutter, layout, consultant.
Wood - carver, designer, draftsman.
Metal - metalsmith, enameler.
Jewelry -scrimshawing, bone carving.
Marketing - sales techniques, buying, market information.

PHILLIS WHEATLEY MIDDLE SCHOOL
SUFFOLK UNIVERSITY

Theoretical instruction focuses on the types of materials and those necessary for utilization in the manufacturer of saleable items.

Parents are involved in this project as they assist with materials acquisition, project ideas, project sales and information dissemination.

FOOD SERVICE AND HOSPITALITY

This program is offered 3 times during the school year for 45 minutes per day for 5 days weekly over a time span of 12 weeks to a total of 300 pupils from grades 6 through 8. They gain exploratory and practical experiences in the areas of self-awareness, decision-making, and a wide scope of careers in food service and hospitality. The practical involvement is in meal planning, food preparation, the use and care of food service equipment, safety and sanitation procedures, and a food service project. Enrichment and expansion are given to the program through parents who work in the industry and who serve as resource persons.

VIDEO SEGMENT

This segment supports the instructional program and involves each sixth grade social studies class. "Bread and Butterflies", as it is called, focuses on self-awareness, career choice processes, significant aspects of the world of work, and economic understanding. The program is broadcast on Public Television service on a regular basis.

Pupils are receptive to learning that is activity oriented and interactive as opposed to merely didactic. In addition to the activities that relate to the focus of "Bread and Butterflies", the children go on career education field trips, and a video-tape exercise is included into the day's plan. This enables the learning process to include other children who did not go on the field trip.

CAREER INFORMATION CENTER

A Career Information Center is established as a clearing house of information and services which will meet the demands of the school-wide career education program. Because the center houses a collection of educational materials, equipment and supplies relevant to the career education program, everyone associated with the school community will be served. Care has been taken in the choice of materials to include relevant, non-stereotyped written and audio-visual materials. There is continuity in the school's career education program as grade six pupils are all involved in self-awareness projects, grade seven pupils in decision-making projects and grade eight pupils become involved in career exploration in the Koder Vocational Interest Inventory that results as a Career Research Project.

PHILLIS WHEATLEY MIDDLE SCHOOL
SUFFOLK UNIVERSITY

CURRICULUM DEVELOPMENT COMBINING CAREER EDUCATION AND READING

This segment of the proposal is an attempt to develop a curriculum of instruction which will support both the reading and career education programs. A team of 13 persons-- an administrator, nine staff members and three parents, plan to have an end-product of a reading curriculum that utilizes the career education content from the first 5 occupational clusters. This product will serve bilingual, special education, and regular pupils. In addition it will document for other teachers of reading (not on career team) a logical, sequential and useful teaching vehicle. Pupils are enabled to plan their future rather than simply react to daily events.

In addition to the career education program, the Wheatley School has submitted magnet program proposals for expanding the classroom format by 1) supplementing and enriching the curriculum by cooperatively producing self-instructional, inter-cultural, bilingual and special needs materials; and 2) project seed enrichment mathematics.

EXPANDING THE CLASSROOM FORMAT

In the 1976-77 school year teachers, pupils and parents attended workshops in video operations and curriculum development with the aim of developing a video-tape documentary that explores multi-ethnic backgrounds. During the 1977-78 school year focus centered on the further development of existing programs of instruction and the giving of support to new media and instructional techniques.

Major objectives include 1) developing at least 8 assorted self-instructional programs in at least 4 subject areas for use by students; 2) providing 25 audio and video instructional units relevant to needs of improving inter-cultural understanding, involving bilingual and special needs pupils; 3) establishing a teaching area where pupils will study independently or in small groups using instructional materials; and 4) acquiring basic media skills by using the production lab so that teachers and pupils without previous experience can design and prepare audio-visual materials.

This expansion of the classroom format will help facilitate career information reaching majority pupils and will serve as a resource bank. The Wheatley School has been selected as one of 4 pilot sites by the Harvard Semetic Museum for a program in Teacher Training and Curriculum Development in Ancient Studies. Part of the criteria for selection is use of video-tape, hence teachers, parents and pupils who are involved in this project qualify to participate to the pilot project.

PHILLIS WHEATLEY MIDDLE SCHOOL
SUFFOLK UNIVERSITY

WHEATLEY PROJECT SEED, INC. Thomas Leen School, Dorchester

The Wheatley school is also funded for a Project Seed Enrichment Mathematics program that aims to:

increase achievement in basic mathematic skills;
improve pupil attitude and motivation to do mathematics;
improve analytical thinking skills;
enhance peer cooperation in an academic setting.

Group discovery classes meet 5 days weekly for 40-50 minutes for 3 months. Thirty pupils are the maximum in any group. These group discovery math classes use the socratic and discovery methods and techniques. 127 grade six children are served.

LIBRARY

A library program is also funded and serves the entire school population. This component will be continued during the 1978-79 school year.

For the fiscal year 1979 the Wheatley/Suffolk pairing changes to a Wheatley/ salem State College collaborative.

PHILLIS WHEATLEY MIDDLE SCHOOL — DISTRICT IX
SALEM STATE COLLEGE

Professional Staff

Grades 6-8
Pupils Directly Served 256

AN INDOOR GARDEN EMPORIUM PROJECT

This program focuses on how pupils can relate knowledge gained in school to life and its vicissitudes in the outside world. The hands-on approach technique used is "Gardening". The aims include gaining knowledge about the importance of science, the capitalistic system, how excellence can be achieved in spite of reading handicaps, how to work with each other despite social, personal and racial differences.

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PHILLIS WHEATLEY MIDDLE SCHOOL
SALEM STATE COLLEGE

THE INDOOR GARDEN EMPORIUM

The activities are developed through a career educational process. Children become involved in creating and indoor garden, performing scientific experiments that relate to plant culture and growth, develop guidebook to urban gardening, field visits to the Mass. Horticultural Hall, Waltham Experimental Station of Mass. Department of Agriculture, building compost heap, reaping crops, selling crops (proceeds from sale are put in the bank towards future expenses). In addition to those life experiences children become involved in writing exercises such as writing for seed catalogues, the study of food processing, costs and additives and also evaluate the cost of producing versus what is received in sales. These activities help them to determine the economic feasibility of such a project and consequently will influence the choices they make in later life.

A DEVELOPMENTAL WRITING PROGRAM

This program reflects the team efforts of Salem State College Resource teachers, classroom teachers and pupils who have the joint goals to remediate and improve writing skills and to develop a school curriculum guide. Emphasis is placed on the racial composition and structure of the group thus improved instructional methods are designed to deal with racial and cultural diversity.

Individualized instruction is possible, as media will be available for use by individuals. There is continuous evaluation of the pupils writings by the use of progressive writing samples and responses to text.

ALL NON-EXAMINATION HIGH SCHOOLS
UNIVERSITY OF MASSACHUSETTS

DISTRICT IX

Professional Staff 3

Grades	11-12
Pupils Directly Served	100
Bilingual Pupils	13

A GUIDANCE COUNSELLING PROGRAM

The theme of this program is ANOTHER COURSE TO COLLEGE (ACC) and it is a joint transitional studies program of the Boston Pubic Schools and the University of Massachusetts at Boston. The collaborative provides two years of traditional and intensive college preparatory work which pupils may choose through their home school's flexible campus coordinator. The curriculum is taught by Boston Public School teachers who are on assignment from their home schools.

Pupils enter the program with varying levels of academic skills. In some cases some have personal and psychological problems. In order to enable them to take full advantage of the programmatic offerings a counselling component is established. The other activities of the program include study skills and habits, career awareness, and staff development.

COUNSELLING

The counselling program is originized by two full-time counsellors and one part-time administrative assistant. The administrative assistant and one full-time counsellor are from the University; the other counsellor for the eleventh grade is funded by the University Pairings Chapter 636 funds. The responsibilities of the group includes:

- Career and guidance counselling.
- A course to juniors on Career Awareness and Study Skills.
- A course to seniors to develop understanding of their academic strengths and weakness which will enable better decision making process.
- Staff development activities.
- Availability of counselling for personal problems.
- Developing a career resource area.

STUDY SKILLS AND HABITS

The pupils in the ACC program are enrolled from Boston's non-examination high schools and are offered intensive help in developing good study skills that will encourage proper academic preparation. "The Survey of Study Skills and Attitudes" will be administered before and after the years activities to the eleventh graders. Each eleventh grader will attend one class weekly, and will also receive individual counselling that will address study skills problems in counselling sessions outside the class.

ALL NON-EXAMINATION HIGH SCHOOLS
UNIVERSITY OF MASSACHUSETTS

CAREER AWARENESS

Tests and inventories of vocational interests and skills are given in September to eleventh graders. A course is offered to them in which career awareness is stressed. This course group meets once weekly. Career Day programs are organized.

STAFF DEVELOPMENT

This component is an inter communications network between the counsellors, teachers leading advisory groups; and the ACC staff in order that all are:

aware of the philosophy, objectives, and activities of the counselling program;
informed of the various activities and time lines;
corroborating in the exploration of ways the counsellors can assist teachers in working with pupils.

BOSTON HIGH SCHOOL
BOSTON STATE COLLEGE

DISTRICT IX

Non-Professional Staff 7

Grades 9-12
Pupils Directly Served 105

A SUPPLEMENTARY SUPPORT PROGRAM

This collaborative provides for an extension of a tutorial program in which Boston State College students serve as remedial tutors in reading and mathematics in order that Boston High School pupils may improve their basic skills. 7 tutors have been recruited this year to provide 80 tutoring hours per week for 30 weeks. Approximately 105 Boston High pupils are involved. The specific activities are:

7 tutors will work with small groups of Boston High pupils on basic reading skills for approximately 3½ hours each day.
7 tutors will work with small groups of Boston High pupils on basic computational skills for approximately 3½ hours each day.

BOSTON LATIN ACADEMY
REGIS COLLEGE WESTON

DISTRICT IX

Professional Staff	16	Grades	7-12
Non-Professional Staff	72	Pupils Directed Served	927

AN EDUCATIONAL SUPPORT PROGRAM

The collaborative was formed in 1975 and had then as its major focus support services in a variety of academic subjects from Academy and Regis College tutors. In the following year the collaborative saw the additional need for enrichment opportunities that would expand the educational programs at Boston Latin Academy. The program for the academic year 1979 will continue all the activities of the previous years with more widespread and in-depth involvement. The components of the program fall under three major headings 1) support programs, 2) expansion of education program, and 3) communication and human relations.

SUPPORT PROGRAMS

The support programs are primarily designed for pupils who have academic difficulties and also for entering pupils who need intensive work in the primary subjects.

TUTORING

The tutoring programs are conducted by Regis College students and Boston Latin Academy pupils. Four days weekly 5 Regis College students spend 4 hours tutoring pupils at the Boston Latin Academy. A coordinator from Regis College serves as resource person to advise on methods of training tutors, evaluation of programs, and effective use of tutoring personnel. The pupils receive tutoring once weekly. Tutors at Boston Latin Academy are selected by the administration of the school on the recommendation of the faculty. As many as fifty tutors are selected, and tutor the tutees twice weekly.

Approximately 300 pupils receive help in a variety of academic subjects on an individual basis. The expected results are improved study skills and attitudes towards study and greater ability to cope with home assignments.

PRE-ADMISSION PROGRAM

A three-week Pre-admission program in English, mathematics and study skills was piloted in summer 1977 for about 80 pupils. During August 1978 approximately 90 Latin Academy prospective pupils developed an entering pupil's proficiency in the basic skills necessary for academic success. This program was administered by personnel from both the Academy and Regis, and was conducted at the Boston Latin Academy.

BOSTON LATIN ACADEMY
REGIS COLLEGE WESTON

EXPANSION OF EDUCATION PROGRAM

Faculty, parents and pupils have identified the need for enrichment opportunities in the areas of art, music, languages and science; for programs in multi-cultural studies; and for mini-courses in speech and slide photography. The education expansion program includes the three major activities explained below:

1) The Regis Campus Program

During each semester ten-week programs in art, music, language and science are sponsored by the Regis College faculty and conducted in the facilities of the College - the art and music studies, and the modern languages and science laboratories. This program was started in 1976 and each year the number of participants vary; consequently the programs are designed to match the specific needs of the Latin Academy pupils involved. Personnel from the several departments of both Regis and the Academy collaborate in the development of program contents and attention is paid to the supplementing of the class-work in the academy particularly in the modern languages. The program has attracted from all grades except the twelfth graders and primarily 9th and 10 graders. Music programs include the teaching of piano, guitar and flute.

2) Multi-Cultural Program

A planning committee of teachers, parents and administrators has identify specific needs for multi-cultural programs, which have been designed with the cooperation of chairpersons of the history, modern-languages, English and Latin departments. The activities include film-programs, field trips, and presentations by college and Museum personnel.

The objective of the multi-cultural program is to expand the academy pupils knowledge of the history and culture of different nations and other civilizations. The countries that this multi-cultural program explore are Africa, China, Japan, India, the Middle East, Russia and France.

3) Mini-Courses

Faculty and pupils have indicated two specific mini-courses that will expand the educational program of Boston Latin Academy pupils and faculty as they develop skills in public speaking and slide photography.

a. Public Speaking

The public speaking program included instruction in speech, the art of public speaking, voice techniques, audience contact and control. It was a ten-week program open to as many as twenty pupils of the ninth and tenth grade levels.

b. Slide Photography

A slide photography course was given in four sessions and designed for interested faculty and pupils of the Boston Latin Academy in order to develop skills in the use of the camera for making visual instructional materials. It was opened to thirty participants.

COMMUNICATIONS AND HUMAN RELATIONS

The objectives of this component are twofold 1) to insure communications about Boston Latin Academy and its activities to parents and the community by providing a vehicle for gathering and disseminating information; and 2) to inform new students and their parents about the school and also to develop attitudes of cooperation and sharing among incoming students and new parents.

1) Information Dissemination

The vehicle developed for the first objective is the publication of BLAREC, the newsletter of the Racial Ethnic Parent Council of the Boston Latin Academy. Through this newsletter parents and other interested persons are kept informed of the school calendar, parent meetings, activities of the Regis/Boston Latin Academy Collaborative, and all school functions.

A parent coordinator has been primarily responsible for the production and publication of the newsletters.

2) Student and Parent Orientation

The second objective is realized through orientation programs for Boston Latin Academy pupils and parents.

The target group for pupils have been the expected new pupils for the ensuing academic year. Pupils have a chance to meet each other, eat and play together, hold discussions together and by so doing learn about the school and each other.

The parent orientation gives parents the opportunity to get acquainted with the school and with each other and they are informed about the philosophy and goals of the school. Question and answer opportunities are offered so that matters about the school can be clarified.

BOSTON LATIN SCHOOL
WELLESLEY COLLEGE - WELLESLEY

DISTRICT IX

Professional Staff - 22

Grades 7-12
Pupils Directly Served 2,160

A CAREER-COLLEGE PREPARATORY EDUCATION PROGRAM

Since the commencement of the magnet pairing of Boston Latin School, Wellesley College and the Federal Reserve Bank, the two major objectives that permeated the activities are 1) to enrich the quality of educational program at the Boston Latin School and 2) to facilitate the process of racial integration and integrated education. Wellesley College's contribution to the pairing has been best made by the utilization of a core group of its students and faculty in "instructional capacities" and in activities of special interest to pupils at Boston Latin School. Wellesley and the Federal Reserve Bank have assisted the expansion of student facilities and programs in areas such as career and college counselling, arts, languages, mathematics, computer technology, athletics and special events, summer orientation and instruction program, tutorial program in Latin, reading, mathematics and the pairing of Boston Latin and Wellesley Latin Ethnic Clubs.

For the academic year 1978-79 the pairing will improve the existing programs and add new ones such as 1) college course work for seniors to attend college classes in the spring, 2) development of programs aimed at improvement of curriculum and teaching, and 3) development of public relations materials designed to attract a broader range of students to the Boston Latin School.

CAREER AND COLLEGE COUNSELLING

During this past academic year a new experimental way of organizing a career and college day program took the format that included the participation of Boston Latin School pupils, Wellesley College students and women in various careers in role-playing activities around a future college and life career. The regular activities include:

visits by Wellesley College financial aid representatives to parent-student meetings;
admission orientation visits to Wellesley Campus by Boston Latin School pupils;
career and college counselling days designed primarily for juniors and seniors of Boston Latin School;
exposure of lower grades to Wellesley College students, alumnae, and faculty, and Boston Latin School faculty as role models for career development.

For academic year 1978-79, a new component will be added which is:

participation by selected pupils of Boston Latin School in Wellesley College courses in the spring. This is a pilot program and will be limited to five courses for Boston Latin School pupils.

BOSTON LATIN SCHOOL
WELLESLEY COLLEGE-WELLESLEY

THE ARTS

Parents and pupils have continued to express interest in having classroom as well as extra curricular help in the arts, so continued enrichment and after-school activities will be conducted as follows:

1 dance classes held twice weekly;
2 photography club conducted by a Wellesley representative. Pupils will learn the use of the camera, the development of prints, and the setting up and care of the darkroom;
3 seventh-grade chorus and performances conducted by the regular music teacher with assistance by a Wellesley College music aide;
4 theatre workshop conducted by a drama aide who also provides liaison functions to the Wellesley theatre department. Pupils become involved in reading one-act plays, applying make-up for various roles, blocking out scenes or choosing costumes;
5 creative writing workshop offered once weekly in which students have the opportunity to develop skills as creative writers and to publish their works in The Register (the Boston Latin School literary magazine);
6 productions in either dance or drama or both;
7 video-tape workshop in which pupils can record declamations; scenes from plays studied, panel discussions and original skits.

LANGUAGES

Keener understanding of the languages (Latin, Greek, French, Spanish, German) is encouraged by:

1 greater utilization of the library tapes in all the languages by the employment of a part-time language lab aide;
2 the performance of a Greek puppet play done primarily for the benefit of pupils studying the language; and
3 the performance of a scene from Wellesley's annual Latin play for the Latin classes at Boston Latin School.

MATHEMATICS

A tutorial program is established in which a math-major student from Wellesley College tutors Boston Latin School pupils who require a little extra assistance with specific areas in mathematics. Small group formats are developed to encourage students to help each other.

COMPUTER TECHNOLOGY

Pupils at Boston Latin School have the opportunity to perfect their skills and understanding of the computer programming and technology. Assistance is given part-time by a computer lab aide.

ATHLETICS AND SPECIAL EVENTS

A six-week program in crew is conducted by Wellesley College Physical Education Department and accommodates 20-30 pupils who are taught the fundamental of

sculling, water safety and rescue, and training exercises to gain experiences in boat racing.

Events at Wellesley College which may be of special interest to students and teachers at Boston Latin School are posted on monthly calendars at the school. Faculty members of Wellesley give lectures prior to particular events in order to stimulate greater interest.

SUMMER ORIENTATION AND INSTRUCTION PROGRAM

A summer enrichment program which runs for three weeks in August and comprises two classes daily in mathematics and English is offered to incoming Boston Latin School 7th graders and 9th graders into the school.

TUTORIAL PROGRAM IN LATIN, READING, MATHEMATICS

This tutorial program provides valuable academic support for pupils entering Boston Latin School with inadequate academic training. Twenty five to thirty Wellesley tutors are hired to tutor 7th, 8th and 9th graders. The tutoring functions of Wellesley tutors will be coordinated with those of Boston Latin School tutors.

PROGRAMS TO IMPROVE CURRICULUM AND TEACHING

In-service training workshops and discussion sessions with Boston Latin School departments will be held in the teaching of basic skills. Major discussions will be centered on 1) creating new approaches to teaching mathematics to pupils who seem to"block" at a certain stage of high school and who therefore will not take subjects in college which require mathematics background; and 2) methods for improving the teaching of writing.

The major objective of these in-service workshops is to stimulate ideas so teachers may refresh their own teaching methods and to create an atmosphere of mutually beneficial exchange between high school and college teachers.

PUBLIC RELATIONS PROGRAM

The aims is to produce a brochure (in cooperation with Federal Reserve Bank printing facilities) and a video-tape and/or slide show which will highlight in an attractive and comprehensive way major aspects of Boston Latin School.

COLLEGE COURSE WORK FOR SENIORS

A new component for the 79 academic school year is the provision for allowing qualified Boston Latin School seniors to attend college classes in the Spring semester. This is a pilot program to find out what the value to the pupils might be. The program will be limited to five courses. Wellesley students will act as hostesses to the Boston Latin School pupils to ease their adjustment to college life.

BOSTON TECHNICAL HIGH SCHOOL - BOSTON
TUFTS UNIVERSITY - MEDFORD

DISTRICT IX

Professional Staff 6

Grades 7-12
Pupils Directly Served 400

A CURRICULUM DEVELOPMENT, ENHANCEMENT AND MODIFICATION PROGRAM

Throughout the three years of the collaborative between Boston Technical High School and Tufts University there has been continuing on-going effort to discover needs that can be effectively dealt with by the unique nature of each institution - the facilities, faculties, students, pupils, strengths. Suggestions for areas in which to work have been solicited from students and faculty from both institutions, and parents. Foremost in the minds of the decision-making group has been the philosophy and objectives of Boston Technical High School, which is a "scientifically and mathematically oriented technical school with the specific purpose of educating students for professional careers in Science, Mathematics, Engineering and Industrial Technology."

For some time the collaborative worked on six components - computer science; engineering design; engineering explorations; science explorations; drama and reading. The distance between the two institutions, coupled with the small size of the activities, did not warrant the full-time employment of persons. Several part-time assistants were involved.

For the 1978-'79 school year the coordinators, evaluator, project personnel and headmaster contributed to the decision-making process of what should be done. The actual needs identified are Reading in the Content Areas, and Computer Science. It was agreed that a more effective program can be developed by limiting the activities to two well-defined and well-staffed areas.

READING IN CONTENT AREAS

Boston Technical High School is a college preparatory institution and as such, places much emphasis on the high importance of communication skills. The objectives of this component are to provide:

From 1-5 demonstration lessons for a minimum of ten BTHS faculty in "reading in the contents areas."

Intensive reading English classes for each of the four grades in the school serving a minimum of forty students drawn from stanines one, two, and three.

Intensive clinical instruction within the resource room for learning disabled students for twenty periods per week during the regular school year.

From 1-5 developmental/corrective reading lessons for a minimum of 250 pupils whose reading achievement is stanine four, five, or six, in regular content area classes.

The activities will be conducted jointly by a BTHS faculty member who has received training in the area under previous collaborative work and a Tufts staff member. They will demonstrate techniques in classes which will be in reading but based on the subject matter of the course.

Small English classes of low level readers will be conducted and will deal with reading problems in addition to the expected subject matter.

A parental contract program through newsletters and questionnaires will also be provided.

Pupils with special reading difficulties will be helped in the resource room by a resource room teacher and a Tufts staff member, with special skills in reading, who will spend twenty periods per week in the Resource Room.

COMPUTER SCIENCE

The objective of this component is to provide three computer terminals and computer service for a classroom to enable the teaching of a course in computer programming. Three terminals and telephone connections to the DEC System 10 Computer on the Tufts University campus will be maintained. This will enable pupils to gain documented experience in programming a large scale computer to solve mathematical and scientific problems.

BOSTON TRADE COMPREHENSIVE HIGH SCHOOL
SUFFOLK UNIVERSITY

DISTRICT IX

Professional Staff

Grades	9-12
Pupils Directly Served	187
Bilingual	5
Special Education Pupils	45

A BASIC SKILLS DEVELOPMENT PROGRAM

An evaluation of the academic progress of pupils followed the Federal Court Order mandating that Boston Trade exist as a comprehensive high school. The need was shown for intensive and direct effort to be directed to pupil achievement in basic skills in mathematic, reading and comprehension. If pupils must have full access to the business, college, and vocational programs offered, then competence in the basic skills must be achieved.

The adaptation of the Hoffman Information System Approach to Reading and Mathematic facilitates the presentation of varied and curriculum related materials in a sequentialized system and allows for positive feedback and high interest materials. The activities include tutorial services and specifically designed in-service teacher programs in learning centers.

TUTORIAL SERVICES

Tutorial services are in reading and math and are done both individually and in heterogeneous groups in the two learning centers established for that purpose.

IN-SERVICE PROGRAM

Teachers are assisted by University faculty in developing methods of enriching curriculum. Model lessons are used to aid teachers in developing skills lesson using their own textual materials.

THE HOFFMAN INFORMATION SYSTEMS APPROACH

The "Hoffman" approach offers a unique system which involves the multi-sensory approach to learning basic skills. Progress can occur in many ways. The options available to the teacher or instructional aide to teach the same skills or progression are varied. Consequently, there is less chance for the student to be "turned off". A great many materials and methods are sequenced to insure a steady progression of skills acquisition, with built in devices to ensure continuing motivation. The Hoffman system adapts teacher-made materials.

COPLEY SQUARE HIGH SCHOOL - BOSTON
EMERSON COLLEGE - BOSTON

DISTRICT IX

Professional Staff 43

Grades	9-12
Pupils Directly Served	522
Special Education Pupils	50
Bilingual Pupils	35

A COMMUNICATIONS ARTS PROGRAM

This program has been designed to improve communication skills, multi-cultural understanding among pupils, and to develop curriculum related to mass communications, speech and theatre. It was developed out of a recognized need for sustained programs of instruction and remediation in basic communication skills. The plan each year ever since the establishment of the collaborative in 1975, is to generate programs that will stimulate and enhance the development of basic communication skills. The objectives related to 2 broad areas as those designed to meet the needs and goals of the academic components of Mass Communication in the Humanities, Development Reading, Speech, Theatre, Writing; and those designed to meet the needs and goals of non-academic components as Career Education, Parent Liaison Committee, Affective Education.

Although the components have remained the same throughout the years, yet there have been expansions within each component as reflected by the listing.

MASS COMMUNICATION

1976-1977	1977-1978	1978-1979
Visual Arts	Graphic design	Graphic Design
Language Arts	Journalism	Journalism
Theatre	Print Media Theory	Print Media Theory
Speech	News Gathering	News Gathering
Learning center for Media Communication	Writing	Writing
Print media	Reading	Reading
	Editing	Editing
Film making	Production	Production
Attendance at classic and Comtemporary films for pupils and parents	Film Course	Film Course
		Photography
	American Studies	Television Production

COPLEY SQUARE HIGH SCHOOL
EMERSON COLLEGE

MASS COMMUNICATION (Continued)

1976-1977	1977-1978	1978-1979
SPEECH		
Oral Interpretation of Public Speaking Forums	Oral Interpretation of Drama , Poetry	Oral Interpretation of: Spanish Literature Prose
Debates	Debates	Debates
Speech Techniques Workshops for parents and teachers	Basic speech and Communication	Basic speech and Communication
	Crime and Punishment	
Ethnic Studies	Ethnic Studies	
	Interpersonal Communication	Interpersonal Communication
	Voice and Articulation	Reading Theatre
		Chamber Theatre
DEVELOPMENTAL READING		
NA	NA	Reading Comprehension
		Reading Study Skills
		Vocabulary
		Corrective Reading
		Accelerated Study Skills
		Accelerated Reading Rate and Comprehension
		Accelerated Reading Vocabulary
		Accelerated Reading Comprehension
THEATRE		
Play production		
Design and construct set Element		
Participation in Mass Drama Festival for Secondary Schools	Drama Festival participation	Drama Festival participation
Mini-workshops on Speech, Body movement, Dramatic literature, Theatrical Design, Theatre Design, Theatre History, Lighting, Dance, Acting	Theatre Arts I	Theatre Arts I
	Bilingual theatre, Acting	Bilingual Theatre Acting
	Costume (History and construction)	Costume (History and construction)
	Introduction to drama	Introduction to Drama
	Make-up	Make-up
	Playwriting	Playwriting
	Theatre as an aesthetic experience I	Theatre as an Aesthetic experience I
	Voice	Voice
	Lighting	Production
	Set Construction I	

COPLEY SQUARE HIGH SCHOOL - BOSTON
EMERSON COLLEGE - BOSTON

THEATRE (Continued)

1976-1977	1977-1978	1978-1979
Musical Production	Theatre Arts II Acting II Introduction to Theatre Careers Production Set Construction II Theatre as an Aesthetic Experience II Theatre History	Theatre Arts II Acting II Introduction to Theatre Careers Production Set Construction Theatre as an Aesthetic Experience II Theatre History II
CAREER EDUCATION		
A Career Discovery Project with Emphasis on Communications Skills	Development of basic skills in relation to communication careers exploration; Workshops in job hunting techniques (e.g. resume writing) Career Day Activities	Development of basic skills in relation to communication careers exploration Program activities to develop job hunting techniques (e.g. resume writing) Career Day Activities
AFFECTIVE EDUCATION		
Pre and post tests on performance	Freshmen and transfer pupils tested for communication apprehension and interpersonal communication levels. Remediation programs for pupils with apprehension levels between one standard deviation above or below the mean.	Tests for communication Apprehension and interpersonal communication levels. Remediation programs based on results of tests.
Meetings that focus on Home interpersonal Communications.	Workshops for pupils and parents designed to increase awareness understanding, and basic skills in interpersonal communication within family or home settings.	Workshops for pupils and parents to increase awareness, understanding and interpersonal communication.

COPLEY SQUARE HIGH SCHOOL - BOSTON
EMERSON COLLEGE - BOSTON

PARENT INVOLVEMENT

Parent liaison committee of six parents representing the four pupil years (Freshman, Sophomore, Junior, Senior) functions as an effective link between parent groups and the school. The activities of this component have been continuious over the years and include:

1. coordinating the preparation of a one-page newsletter that presents program highlights for distribution to parents and local media;
2. planning and hosting parent/community Open House and/or informational meetings;
3. assisting with program implementation, evaluation and future development.

COPLEY SQUARE HIGH SCHOOL
SUFFOLK UNIVERSITY

DISTRICT IX

Professional Staff 3

Grades	9-12
Pupils Directly Served	175
Special Education Pupils	20
Bilingual Pupils	25

AN INDIVIDUALIZED SUPPLEMENTARY INSTRUCTION PROGRAM

Pupils come to Copley Square High School from many schools throughout the city with a wide variety of math backgrounds. This does not limit the pupils' options, as a math lab has been established since November 1976 with the following major objectives:

Remedial math instruction in addition to another math course chosen by pupils for either a full semester or a year;

Tutorial services to pupils who either refer themselves or are referred due to absence;

Supportive tutorial help (a) to mainstream Chapter 766 pupils, and (b) to enable bilingual pupils to succeed;

Individualized instruction opportunities for pupils to study the math appropriate to their needs;

In-service training opportunities for math teachers to learn to diagnose math learning disabilities and develop educational plans to meet individual pupil needs.

Independent study mathematics for advanced pupils.

The math lab services approximately 175 pupils, of which 65 receive remedial math instruction; 73 math skills lab instruction for individualized work in algebra and geometry; while the other pupils enter and exit the program as temporary needs develop and are filled. Chapter 766 needs pupils utilize the lab as a resource for studying conventional math courses, and II bilingual pupils use the lab for extra supportive skills.

Two Suffolk University students act as tutors daily so the professional math lab staff person has greater freedom of instruction. Tutorial assistance is both individual and in small groups.

Individualized instruction is provided throughout the school day and so enables pupils to take full advantage of the many course offerings provided by the school. A math lab coordinator meets with pupils, parents, faculty and administrators regularly so that communication lines are constantly opened. The math lab staff of three persons plans to organize and sponsor workshops for pupils, parents, teachers and counsellors in

Women's Attitudes Concerning Math;
Careers in Math.

A career day is planned for Women in Math

DISTRICT IX SCHOOLS
EMMANUEL COLLEGE

DISTRICT IX

Professional Staff 2
Non Professional Staff 13

Grades 7-14
Pupils Directly Served 342
Special Education Pupils 14
Bilingual Pupils 342

A TUTORIAL TEACHER AIDE PROGRAM

An onsite tutorial program is coordinated by Emmanuel College to increase the classroom instruction to non-English speaking immigrant pupils entering the English Language Center. The major objectives of this program are to provide: 1) capable assistance to the teaching staff of the English Language Center; 2) individual and small group instruction in the area of basic language and reading skills; and 3) cross cultural learning situations for both the Learning Center pupils and the international students of Emmanuel College. The activities are supplemental support services, developmental education, and cross cultural instructional situations.

SUPPLEMENTAL SUPPORT SERVICE

This component enables the teaching staff of the Learning Center to spend more time with the instructional aspects of the program. Thirteen international students who are modern language majors are selected from Emmanuel College. They will do on-site orientation at the Language Center and also preparation seminars in methods of learning/instructing for English as a second language. They will tutor four hours daily for eighteen weeks.

DEVELOPMENTAL EDUCATION

Small group or individual instruction/tutoring in reading and basic skills is provided to pupils who have just entered the English Language Center to enable them to move into regular program.

Advanced pupils who need help with specific language situations get help from the tutors.

CROSS CULTURAL interaction is derived because careful choice of the Emmanuel students is made so that various cultures/language groups are represented.

DISTRICT IX SCHOOLS
REGIS COLLEGE - WESTON

DISTRICT IX

Professional Staff 197

Grades	P-12
Pupils Directly Served	649
Special Education Pupils	260
Bilingual Pupils	66

A STAFF DEVELOPMENT PROGRAM

This program seeks to train generic special teachers for district IX in order to more realistically implement the mandates of Chapter 766, and is described as a Chapter 766 Support Program. Since the necessity arises for the successful mainstreaming of Chapter 766 pupils, the program hopes to relieve special education teachers of their primary direct classroom responsibilities by defining a new role for them as supportive facilitators for regular classroom teachers. The collaborative also provides in-service training, and dissemination of diagnostic and prescriptive tools for aiding classroom teachers.

IN-SERVICE TRAINING

To meet the needs of regular teachers and aides directly relating to the implementation of Chapter 766 and the mainstreaming philosophy the in-service training includes the following area:

Informal and formal assessment of classroom learning;
Management of classroom behaviors;
Education of Special Needs Pupils;
Implementation and Individualizing of Educational Plans;
Developmental Processes;
Speech and Lanugage Development;
Interpersonal Communication.

A materials resource center is provided for use by the teachers to support programs and also for further professional growth. The workshops are organized by Regis College.

In order to meet pupils' needs at the least restrictive level - such as the program prototype 502.1 - teachers must be certified as having specific competencies as stipulated by the State Department of Education. Boston teachers who have been identified to serve in this capacity are involved in a two-year retraining program sponsored by Regis College. The course work is to be competency-based and leads to a certificate and recertification as generic special teachers. A minimum of 8 courses are done in addition to the field practicum.

On-going fieldin-service in the area of mental health of the family is organized for administrators and regular classroom teachers; also special meetings and workshops in mental health are held for parents of Chapter 766 pupils or concerned parents.

The generic special teachers (those in training) implements support services to the pupils needing them in district nine schools.

DISTRICT IX SCHOOLS
REGIS COLLEGE - WESTON

PROGRAM DEVELOPMENT

The development of a model Chapter 766 mainstream program for secondary level at one high school is a focus of the collaborative. A secondary support teacher is employed to coordinate this component.

Since the establishment of this collaborative fifteen teachers have completed the program through this field-based model and five will be finishing in the 1978-79 academic year.

ENGLISH HIGH SCHOOL
BRANDEIS UNIVERSITY - WALTHAM

DISTRICT IX

Professional Staff 4

Grades	9-12
Pupils Directly Served	250
Special Education Pupils	20
Bilingual Pupils	39

A THEATRE ARTS (MODEL) PROGRAM

The Theme of the English High School magnet program is enhanced by the Theatre-Arts M.O.D.E.L. program, as the theatre arts curriculum emphasizes learning through direct experience and includes activities that foster interracial and multi-cultural awareness. Courses in acting, technical theatre and dance are offered both as major and elective courses.

Bilingual and special needs pupils are included in the program offerings that also seek to develop awareness of aesthetic principles, concepts and theatrical heritage and perspective. The courses are not based on the much hackneyed slogan of "art for art sake" but rather provides resources by which pupils may acquire occupational skills and be made aware of vocational opportunities in performance and technical theatre.

THE THEATRE ARTS CURRICULUM

The activities recorded in the proposal are many and extremely varied, hence only a few examples in relation to the objectives have been recorded. Activities to develop:

1. self discipline, self evaluation, individual and group responsibility include warm up discipline, meeting production deadlines, peer supported rehearsals;

2. sensory motor resources include improvisation, mime, role playing, interpretation, form, spatial relationships, rhythm, exercises to develop understanding of dramatic progression;

3. communication skills, attitudes and values, include exploring the embodiment of emotion in dance, production of sets which create environmental image, scene production, skits, plays which communicate cultural values, the expression of emotion;

4. sensory awareness and perceptive skills include exercises with color, form, texture, isolated body parts, and those that explore the unity of time and space through production;

5. awareness of aesthetic principles include the involvement of theatre arts pupils in productions staged for other classes, observing professional performers, artist-in-residence, theatre arts activities that correlate with other curricula activities in the school, exchange with other arts disciplines, field trips.

ENGLISH HIGH SCHOOL/BRANDEIS UNIVERSITY

THEATRE ARTS PROGRAM FOR BILINGUAL PUPILS

Theatre arts courses are offered in Spanish to bilingual pupils and parents. Activities also include the incorporation of Title VII Bilingual Theatre Program into the Theatre Arts MODEL.

THEATRE ARTS PROGRAM FOR SPECIAL NEEDS PUPILS

When necessary an adaptation of theatre arts curriculum is done to accommodate special needs pupils.

OCCUPATIONAL SKILLS THROUGH THEATRE ARTS

The activities include a Theatre Arts Career Resource library; establishment of a homeroom for Theatre Arts majors; discussions on the application of techniques and career opportunities in performing arts; field trips.

A sequential curriculum in theatre is also presented and includes concentrations in acting, technical design, dance; lighting, stage managing, acting, set-building, costume construction, scenic painting, ticket sales, special effects.

PARENTAL INVOLVEMENT

Parents (to include bilingual parents) have the opportunity of participating in theatre arts program. They assist in productions/field trips; attend parent workshops in performing arts; become involved in dissemination activities; and are included in two social events following theatre arts productions.

DISSEMINATION PROCEDURES

Several styles of information sharing have been developed and this enables more pupils to be involved in activities. Some of them are slide-tape development on magnet theatre arts MODEL, production of magnet program/university collaboration brochure; production of magnet Theatre Arts brochure; composition of write-ups for Flexible Campus Options packets and production of interdisciplinary packets for OSEO.

ENGLISH HIGH SCHOOL
MASSACHUSETTS COLLEGE OF ART

DISTRICT IX

Professional Staff 6

Grades	9-12
Pupils Directly Served	2295
Special Education Pupils	120
Bilingual Pupils	345

A MAGNET ART PROGRAM

Ever since the establishment of the collaboration this magnet art program has had as its major objective the creation of an art major which would include interaction with the entire high school as well as open opportunities for pupils who might not elect the art major. Other objectives included expansion of career exploration within the art curriculum, and the integration of the art making process within the high school curriculum as a whole.

The magnet art program offers comprehensive curriculum in the visual arts to pupils of all grade levels, all academic programs and aims at including a balance of multi-ethnic, bilingual and special needs pupils. Each year sees the increase in the course offerings and activities of the collaborative. This chart taken from the 77-78 report shows how the art course offerings have doubled over the past four years.

Magnet Art Program Course Offerings

1974-1975	1975-1976	1976-1977	1977-1978
photography	photography	photography	photography
drawing & painting	drawing & painting	drawing & painting	drawing & painting
ceramics	ceramics	ceramics	ceramics
printmaking	printmaking	printmaking	printmaking
film	film	film	film
television	television	television	television
fabrics	fabrics	fabrics	fabrics
jewelry	jewelry	jewerly	jewerly
	sculpture	sculpture	sculpture
	freshman exploratory	freshman exploratory	freshman exploratory
	senior portfolio	senior portfolio	senior portfolio
		art for non-majors	art history
		art, its past & present	commercial design
		commercial design	fashion design
			career exploration
8	11	14	16

The high school curriculum is also enriched and extended. The plan for FY79 is to initiate a career outreach program whereby the English high school pupils will share the skills and knowledge they have acquired through the art program with pupils in middle schools and also with the new Charlestown high school.

The collaborative also plans to enrich and expand an in house program of career education and exploration, and provide all pupils with a comprehensive and challenging curriculum in the visual arts.

The activities for the year include:

staff/curriculum development;

field trips - to professional studies and business in the community;
to galleries by parents and pupils;

workshops - to develop strategies of seeking alternative long range funding;

for pupils and staff in art careers;

maintain pupils apprentice program;

presentations by- visiting student artists;

visiting professional artists as role models;

presentations to- middle schools within the school system;
Charlestown High;

acquire printed materials related to career exploration;

schedule, coordinate visits by English High pupils to middle schools;

establish patterns of peer teaching between high and middle schools pupils.

exhibitions and informational displays of pupils works at various sites in the community.

maintaining contact with parents through the parent task force

disseminating information to community based organizations.

ENGLISH HIGH SCHOOL
UNIVERSITY OF MASSACHUSETTS - AMHERST

DISTRICT IX

Professional Staff 110

Grades 9-12
Pupils Directly Served 2116
Special Education Pupils 50
Bilingual Pupils 120

A STAFF DEVELOPMENT PROGRAM

The major rationale behind the development of this program is to increase the skills and competencies of faculty so that the methods and strategies used will meet pupils' needs and attract more pupils to English High School.

Faculty members have worked in groups to assess pupils' needs and to translate the information into specific curricula offerings particularly in Basic skills area. The program includes development of effective learning programs; staff development; a resource center for educational options, curricula development; direct student services; and an alternative resource center.

DEVELOPMENT OF EFFECTIVE LEARNING PROGRAM

This approach called Methods of Developing Effective Learning (MODEL) aims to individualize the learning process by offering enhanced educational opportunities through the exercise of choice. Varied teaching strategies and classroom structures are developed. The staff promotes interracial and multi-cultural understanding and the involvement of Bilingual and Special needs pupils. M.O.D.E.L. is the magnet theme of English High School.

STAFF DEVELOPMENT

The major concentration of this pairing is to develop staff expertise so they in turn can upgrade, improve, and increase learning incentives. There is an effort to address the diverse professional development needs of EHS staff through the offering of several courses, workshops and independent study opportunities by faculty members of University of Massachusetts.

COURSES

"Development and Implementation of a Classroom Supervision Program" offered to all EHS teachers and focuses on specific departments wishing to assess their teaching effectiveness and curriculum offerings.

"Administration, Curriculum and the Law" - this course meets on a regular basis and includes discussions on pupil and teacher rights and attempts to assess the need for a Legal Studies MODEL at EHS.

"Evaluation Through an Accreditation Model". Although this course is open to all EHS faculty it is specifically designed for those who will be involved in accreditation visitation. Course members will assess, evaluate and make recommendations about the curriculum at EHS.

"Psychosocial Consideration in Special Education". This is designed for teachers in regular as well as special needs classrooms and meets once weekly.

"Clinic for Solutions to Educational Problems". This is scheduled for weekly or periodic meetings and deals in part with the definition of student needs through the design of needs analysis instruments.

Other courses offered on demand:

"Planning for Urban Schools"

"Youth in Transition"

"Developing Multi-cultural Educational Designs for Urban Classrooms"

WORKSHOPS

"Micro-teaching workshops in improving students writing skills"

"Exploration of Future Studies and Environmental Education Curriculum"

"Values Clarification"

"Nutrition and Learning"

"Personal and Institutional Racism".

A CENTER FOR SECONDARY EDU[illegible]ONAL OPTIONS

The center provides assistance ao all EHS faculty in the development and improvement of programs (M.O.D.E.L.s)and activities with unique and innovative characteristics. Resources are available for staff and pupils. The center staff identifies resource personnel external to the school.

ENGLISH HIGH SCHOOL
UNIVERSITY OF MASSACHUSETTS - AMHERST

CURRICULA DEVELOPMENT

Courses, center workshops and activities are done to address multi-cultural concerns and to identify multi-cultural resource materials. Technical assistance given by U. of Mass. faculty encourages the development of varied basic skills curricula to meet students' individual needs, reading improvement curricula in subject content area, and redesigning curricula offerings in mathematics.

DIRECT STUDENT SERVICES

Direct student services are provided by the educational team in areas of reading, math, writing skills, and career education. Two teaching assistants from the university spend two days weekly giving direct student services in reading and math. Teachers have the opportunity to attend the micro-teaching workshops to improve their own methods.

ALTERNATIVE RESOURCE CENTER

The development of an alternative resource center includes proposal writing and evaluating services; materials production units; problem analysis service; community analysis - both material and personnel; listing of the resources available in the community, and the collecting of resource materials on alternative education. Methodological demonstration classes wherein teachers can observe the implementation of educational options in each others classrooms are organized on a monthly or bimonthly basis and are supervised by University of Massachusetts faculty.

In addition, the resource center personnel bears responsibility for ordering and scheduling on a weekly basis, educational films, materials, guest speakers and visitations to other sites.

MADISON PARK HIGH SCHOOL
NORTHEASTERN UNIVERSITY

DISTRICT IX.

Professional Staff 136

Grades	9-12
Pupils Directly Served	2586
Special Education Pupils	163
Bilingual Pupils	301

SUPPORT IN SEVERAL SUBJECT AREAS

This collaborative aims at improving performance standards of both pupils and faculty through improved instruction in several subject areas with particular emphasis on basic skills· improved pupil personnel services to all students; improved teacher competencies; increased community involvement of people, business and cultural institutions. The all-encompassing goal of the collaborative is aimed at projecting Madison Park toward becoming a national model for relevant, career oriented secondary educators. The seven program components through which the collaborative hopes to achieve this are basic skills, music and theatre, media and communications, science, physical education, bilingual, and parent outreach.

BASIC SKILLS

The basic skills component has three subdivisions:

1. Reading Clusters

Remedial reading programs are necessary for the ninth graders who are reading well below their grade level. Also, training for the teachers in remedial techniques or the skill in diagnosing reading deficiencies so they may successfully teach their subjects to pupils who read well below grade level, has been identified as a great need. Three curriculum specialists work closely with the English and social studies teachers of Madison Park High School to develop an integrated English-social studies curriculum geared to 9th graders who read below grade level. The materials produced for this curriculum will emphasize reading skills development.

During 1977-78, a pilot program was done with 60 poor readers in a special cluster with instruction in English, social studies and science provided by specialists. In the academic year 1978-1979 there will be three clusters of 140 pupils each of which will be composed of one reading specialist, one Madison Park English or social studies teachers, and one Madison Park math teacher.

Other activities include the testing of materials in cluster classes; daily teacher training sessions in diagnostic techniques and in integrating the teaching of remedial reading skills into English and social studies; the production of a 9th grade multi-cultural curriculum; the development of a skills file.

2. Mathematics Tutors

This is a tutorial program specifically designed to assist pupils to improve math skills and bring them up to grade level. It is expected that through tutoring, pupils will master the basic concepts of math so that they can be incoroporated into the Algebra I curriculum. Small group tutoring is done by college students from the Math Department from Northeastern University. Tutors will be working with pupils from 10th, 11th, and 12th grades who are having difficulties in Algebra I and Geometry.

3. Social Studies Curriculum Development

The major objectives of this component are to establish a series of workshops for Madison Park teachers in the knowledge of laws relating to civil and criminal justice procedures, juvenile and family laws, consumer and individual rights, housing and environmental law; also to review and select curriculum materials produced nationally for high school law courses, and to acquaint teachers with methods of secondary law instruction.

The in-service training activities include a series of workshops conducted by Northeastern University counsultants and centered around topics to include:

a. Federal statutes: civil and criminal offenses
b. State statutes: civil and criminal offenses
   Local ordinances: civil and criminal offenses
c. Parties to criminal and civil process
   Civil justice from complaint through trial judgment
d. Criminal justice procedure from arrest through trial/sentencing with emphasis on Supreme Court decisions relating to the Bill of Rights
e. Juvenile Law
f. Family Law
g. Scientific approach to law enforcement
h. Curriculum material in law and criminal justice
i. Consumer Law
j. Individual Rights
k. Housing Law
l. Environmental Law

A career development series of activities is established so that Madison Park High School pupils may experience mock trials, hear lawyers, judges, law clerks and others involved in litigation, discuss trial preparation, courtroom advocacy and law practice in general; attending an actual trial, and/or small claims court.

MADISON PARK HIGH SCHOOL
NORTHEASTERN UNIVERSITY

MUSIC AND THEATRE

1. Music

The objectives of the music program include having the expertise of consulting artists and educators to meet the students' needs beyond the classroom experiences provided by the instructor, and individual tutoring. The activities include:

Demonstrations, workshops, and performance experience by visiting consultants in their speciality medium that includes instrumental and ethnic music.
Field trips by advanced students to career days at the University of Lowell and University of Massachusetts, Amherst.
Technique reinforcement through individual piano tutoring.
Individual skills development on brass, woodwind or percussion.

The tutors are from the Northeastern University Music Department.

2. Theatre

The theatre program is designed to broaden the experiences of both the pupils and teachers at Madison Park High and also expand their use of the facilities. The activities include:

An after-school theatre course called Theatre Workshop.
Performance in a play directed by teacher and will be performed both during school time and in the evening and also at the school and repeated at Northeastern.
Correlation of subjects as a course in costume design and construction will be done by the joint effort of a costume designer from Northeatern and the Home Economics teacher from Madison Park School.
A year long course in technical theatre and apprenticeship opportunities during the run of the play.
The option of certain pupils of Madison Park High taking a course with the drama department at Northeastern.

3. Cultural Enlargement

The objective of this component is to expose Madison Park school pupils to varied cultural experiences especially in music, theatre and dance. The music and theatre majors of the school attend concerts and plays that complement their classes.

MEDIA AND COMMUNICATIONS

This component includes objectives that will give pupils first hand career experience im media fields, newspapers, yearbooks, photography, television production and sound recording, public speaking and radio production, training in the use of audio-visual equipment. The activities are varied and are designed to accommodate as many pupils as possible. The Madison Park High pupils receive basic skills and first hand, on the job experience in the following areas:

Production of school monthly newspaper and the year book.
Photography for the newspapers and yearbook.
Television and radio productions that are on the air monthly for the entire school body.
9-18 weeks site placement experiences for advanced pupils.
Production field teams.

Pupils will also go on field visits and have the benefit of speakers and technicians which relate to media and communications.

SCIENCE

Projects that expand the regular programs of the science department have been identified and funded as magnet projects. The activities that result are:

Medical Career - 10th grade involvement with opportunity for exterior placement in area hospitals and participation in biology "buddy" program with Northeastern University;
Environmental Studies - (1) 9th graders have more opportunities as 6 sections instead of 2 will be offered in the 1978-79 school year and Thompson Island will be used; (2) 10th graders are given additional classroom activities in Botony (plants) course.
Career Course in Engineering Skills - this is a cooperative venture with Northeastern University Prime program and is of no cost under 636 funding.
Special tutoral assistance from among Northeastern University Prime program and is of no cost under 636 funding.
Special tutorial assistance from among Northeastern University students who report 2 periods weekly at MPHS to meet with pupils to discuss concepts and/or lab techniques involved in science projects and also supervise pupils in practice activities.

PHYSICAL EDUCATION

There is a need for a new curriculum in physical education to be developed that will insure greater interest, diversified qualities and multi-level experiences for pupils in the required physical education program. The activities of this component include:

a planning and development committee of 2 N.U. staff members and 3 MPHS staff members who will be responsible for producing an outline of a curriculum for the required physical education program;
the development of a curriculum for physical education and recreation career magnet program and guidelines for intramural and interscholastic sports;
residential field experience for selected pupils enrolled in the physical education and recreation career magnet at Agassiz Village, West Poland, Maine;
master training and preparation of four MPHS physical education teachers in gymnastics at Gymnastic Junction, Waltham, Mass.;
on-the-job training of 4 staff members in gymnastic instruction by Gymnastic Junction at MPHS.

MADISON PARK HIGH SCHOOL
NORTHEASTERN UNIVERSITY

BILINGUAL

There is a need to translate and adapt for bilingual classes the materials used by regular subject areas. The school population includes speakers of native languages, Spanish, Portuguese and Creole. Activities include:

Two (2) bilingual translators will be employed to help 6 bilingual teachers adapt curriculum and materials to Spanish, Portuguese and Creole for use in bilingual classes.
Eight (8) bilingual teachers will periodically rent films, audio-visual presentations and exhibits from local museums and distributors for use in bilingual classes.
Field trips specially designed for bilingual pupils to exhibits, museums, sites which demonstrate local resources and culture.

BILINGUAL TUTORS - college tutors are assigned to bilingual subject classrooms - math, science, history - to tutor pupils who cannot keep up with the class. The tutors review and explain the material covered by the teacher, and help pupils with concepts or assignments with which they are having problems. The tutoring is done in small groups and pupils at all levels are accommodated.

PARENT OUTREACH

The parent component grew out of the wish to have parents become more knowledgeable about the educational programs as well as the governance policies of the school in order that parents may work with teachers in seeking solutions to pupils' problems. A parent program coordinator and part-time parent assistant are employed to increase and provide means for parent participation in the educational and decision-making process.

MARIO UMANA HARBOR SCHOOL OF SCIENCE AND TECHNOLOGY
MASSACHUSETTS INSTITUTE OF TECHNOLOGY - CAMBRIDGE
WENTWORTH INSTITUTE OF TECHNOLOGY - BOSTON
MASSACHUSETTS PORT AUTHORITY - BOSTON

DISTRICT IX

Professional staff	70	Grades	7-12
		Pupils Directly Served	1050
		Special Education Pupils	65
		Bilingual Education(Chinese)	20

A SECONDARY TECHNICAL EDUCATION PROJECT

A Secondary Technical Education Project (STEP) Steering Committee, comprised of representatives from administrators, teachers, parents, MIT, Wentworth, Massport and District IX Superintendent, is the decision-making body for this collaborative.

The collaborative began in September 1976 with a keen focus on the Umana's goal of providing a high quality education in five technical areas. The components then were only four in number 1) Education programs in aviation, computer science, electronics, environment protection, instrumentation and medical technology, remedial math and career exploration, career awareness for females and minorities; 2) Parent/School/Community Interactions Programs; 3) Staff Development and 4) Management Systems.

Each subsequent year has seen modifications and additional components offered depending upon the impact upon the pupils and staff. In 1978 new components were reading improvement; parent involvement; teacher involvement and provisions for tutors and aides.

The collaborative is now beginning its fourth year and the school its third. Evaluations of the four years of activities have caused a change in the focus of the program for the academic year 1978-79. The focus is now primarily on curriculum revision and staff development, also program development as extensions of previous efforts; and skills development in reading and mathematics, Career Awareness, Scientific and Technical Services, Extended Computer Capability and Media Technology.

CURRICULUM REVISION AND STAFF DEVELOPMENT

The school is anticipating greater stability in staff, student population and physical plant, hence, curriculum revision and development is perceived as a valid activity for the ensuing year. The five technology areas- Aviation, Computer Science, Electronics, Environmental Protection, Medical Technology also Mathematics and Science are the focal points. The objectives of this component also place great emphasis on staff development in the five technology areas.

The activities include:

Area Development Teams in 7 areas (the 5 technologies plus math and science) which meets at least six times during the year to carry out curriculum revision and development in each of the areas. A paid professional will work with each of the area development teams.

Staff development projects as

i. "State of the Art" workshops and/or lectures for teachers in Science and Technology.

ii. Retraining Umana teachers in specialized technology courses. Tuition costs reimbursed.

iii. A course "Computer Literacy for Teachers" will be prepared and offered by Wentworth Curriculum Center.

PROGRAM DEVELOPMENT (SOCIAL STUDIES/HUMANITIES)

A pilot unit for an interdisciplinary course in social studies and the humanities was developed during FY'78. This will be expanded in the 1979 school year into a full-length course called "Science, Technology and the Humanities". Two teachers will prepare a curriculum plan for a new course coordinating history and literature with the following emphases:

scientific and technological development;

contributions of different ethnic groups;

career opportunities in technical fields;

the interface between technology and human values;

appropriate field trips; speakers.

SKILLS DEVELOPMENT

READING

Essential for success in a program of Science and Technology is the ability to read with understanding. Based on the analysis of metropolitan reading tests, it has been determined that a significant number of pupils at all levels require reading assistance. Reading assistance is given to pupils who have reading deficiencies through instruction by a full-time trained Remedial Reading teacher and an Instructional Aide.

MARIO UMANA HARBOR/MASSACHUSETTS INSTITUTE OF TECHNOLOGY/WENTWORTH INSTITUTE OF TECHNOLOGY/MASSACHUSETTS PORT AUTHORITY

MATHEMATICS

The results of a citywide testing program in both 1976 and 1977, show the need for remedial assistance in mathematics particularly for ninth graders. A number of MIT students assist in a specialized Strategic Mathematics Program and will work as tutors and resource persons under the supervision of math teachers and the department head.

MIT tutors will be available 35 hours weekly and the tutee-tutor ratio is 3-1. Consulting services will be provided by MIT for up to 5 days.

CAREER AWARENESS

The objectives of this component are 1) to integrate career information and awareness activities with the curriculum in the technical areas, and 2) to provide pupils with real experience concerning careers in technology.

The activities will include 1) use of slides, films, print materials, site visits and role models to provide pupils with authentic career information within the context of the respective technology curricula, and 2) familiarization flights for pupils in small aircraft with opportunities to learn how aircrafts are controlled in flight.

SCIENTIFIC AND TECHNICAL SERVICES

With the completion of new labs, renovation of others, and the emergence of full lab courses in Chemistry and Physics the need for a full-time lab assistant in science has been created. The assistance will provide trained adult assistance for science teachers in the laboratories, and will maintain science labs and equipment at optimum levels of effectiveness. Either a MIT student or a Wentworth Co-op student will be hired to fulfill this role.

EXTENDED COMPUTER CAPABILITY

Umana now has its own computer with 16 terminals plus 2 terminals that are linked to a large computer at City Hall. In order to utilize the full capability of this equipment, in addition to part-time assistance by MIT students, a full-time computer assistant will be employed. This will enable the use of the computer by the pupils in situations other than regular class periods.

MEDIA TECHNOLOGY

Two needs are identified in this component as the capability of making effective use of 1) media technology in support of the instructional program, and 2) the library in support of the school's instructional program. The collaborative plans to combat these needs by hiring a permanently -appointed full-time staff person qualified in the various aspects of Media Technology to take responsibility for effective utilization of the closed circuit television system and other audio-visual equipment and materials.

The activities of this component include:

the development of plans for the use of nonprint media equipment and materials integrated with the instructional program;

the training of teachers and pupils in the preparation, production, and use of nonprint media in support of the instructional program.

Section 3

Low Cost/No Cost Unanticipated Activities

The pairings came into prominence with the Judicial Order of Judge Garrity as a part of the desegregation process in Boston. As the pairings consolidated in time, new circumstances and situations developed which required different approaches. The attempts to adjust to new challenges give rise to a number of activities which were not programmed into the original proposals.

These unanticipated activities were brought to light to the general public via responses to three letters dated March 15, June 5, and November 6, 1978 sent to pairing coordinators from the Bureau of Equal Educational Opportunity. Some of these activities are listed in this section.

It is worthy of note that of the original pairings only two partnerships have not endured. The schools however, chose other colleges with which to collaborate. This apparent stability has enabled greater insight into the needs of pupils and teachers and has also encouraged the development of better ways to resolve problems through activities that are either of low cost or no cost and that are unanticipated at the time of proposal writing.

In District I, one of the major objectives was to develop none and low cost resources and so tap into field based programs already existing in the University. The coordinators looked closely at the graduate training programs and have integrated Chapter 636 activities with ongoing educational functions of Boston University. In addition faculty and students have volunteered their services annually to further enable the completion of activities. This resulted in a wide variety of additional activities to include:

Math and science instruction for bilingual pupils;

Curriculum development with teachers;

Workshops with teachers on issues of bilingual education and on supervision and teacher training of students;

Planning sessions with teachers to design program for integration of bilingual-monolingual pupils in 1978-79;

Workshop for parents;

Administrative consultant for CDAC;

Theatre arts program in collaboration with students from School of Fine and Applied Arts;

Scholarships (spring semester and summer) for parents and teachers;

Reading clinics for pupils.

LOW COST, NO COST, UNANTICIPATED ACTIVITIES

District III and Boston College record their unanticipated, low cost, no cost activities.

Four Teaching/Learning Centers - the placement of Sophomore, Junior, and Senior Educational Majors in selected District III schools.

College Admissions and Financial Assistance - the Collaborative has designed and implemented a program now held annually in the Spring where the students and parents are provided specific orientation information through printed materials and seminars concerning all aspects of applying to ANY COLLEGE.

Drama Society Performances - students, parents, teachers, administrators and senior citizens attend, free of charge with transportation provided, special performances of selected productions of the Boston College Drama Society.

Boston College Athletic Events Admissions - the Boston College Athletic Association makes available free tickets to selected hockey and basketball games throughout the season to the secondary students of District III, both middle and high school.

636 Technical Assistance - since the Spring of 1976 to the present, Collaborative personnel have willingly provided technical assistance to all District III schools, parent groups, teachers and administrators in the preparation of 636 Proposals.

Graduate Interns - they have been placed within selected District III schools.

The Collaborative has just completed a district-wide Needs Assessment of both parents and professional personnel which will assist all individual schools in the preparation of 636 Proposals.

Outside Funding - attempts are currently being made to locate additional outside sources of funding to expand and to create new programs within District III schools. For example, planning for Teacher Centers and sources of Vocational and Occupational funding. It is expected that the District III/ Boston College Collaborative will continue to be called upon and involved in a variety of unanticipated activities.

In District IV the Hyde Park-Stonehill College collaborative reports success stories linked with their low cost activities which are:

Big Brother/Big Sister - a workshop designed to afford Hyde Park High School pupils the opportunity to visit Stonehill College and thus alloy their fears regarding college life.

Biology Program - in which advanced biology pupils have the opportunity to utilize the laboratories and college instructional staff.

The SAT Worksnop - which addresses the phenomenon of test anxiety while increasing test-taking skills.

District V describes the major low cost, unanticipated activity developed between its schools and Boston State College - as the Science Assistance Project. The discovery by a College Professor of a large quantity of stored away unused SCIS kits led to the distribution to district teachers, in-service training in the use of them and the actual use of them in district classrooms.

The Institute for Learning and Teaching (ILT) of the University of Massachusetts has reported the development of appropriate educational programs with nineteen schools of District VI and specifically their unanticipated activities and low cost sharing of the university's resources. These activities were coordinated by regular ILT staff members working with Chapter 636 personnel, and are:

18 UMB students from Philosophy of Education selected an option to receive additional credits through fulfillment of a field placement in District VI schools. These students received the same training and supervision as the paid tutors described in Component E. The ILT Tutor Coordinator and the course professor worked to integrate students' experience with theory studied in class.

UMB students from Theater Arts Department fulfilled requirements for specific courses by sharing newly learned dramatic techniques with District VI classes.

South Boston High School students studying Human Development participated in weekly practicum at UMB Day Care Center. SBHS teachers and UMB Day Care staff shared staff development experiences through four all-day workshops on EDC's "Exploring Childhood" conducted at UMB.

Fifty SBHS students qualifying for jobs under City Hall's YES Program will be assigned to departments at UMB. An ILT representative, the high school Flexible Campus Director and two YES Counselors will work as a team to provide support both to students and to the University employers. In this way, participants will have maximum chance to achieve success.

18 SBHS aides have been accepted, as a group, to UMB's College of Public and Community Service. They are now receiving basic skills training and will participate in introductory courses in the fall. Some degree requirements, in the form of competencies, will be fulfilled through work experience supervised by high school administrators and faculty.

The SBHS football team utilized the UMB gym on a weekly basis.

The unanticipated activity of District VII and Northeastern University is reflected in school newspapers.

Three (3) District VII schools had been producing school newspapers, an activity that incorporated reading, writing, penmanship and critical thinking skills in joint or individual publication projects. The production of the Timilty Middle School newspaper has been a tremendous motivational boost to teachers and students throughout the district.

In this academic year (1978-79) seven (7) District VII schools will be involved in the production of school newspapers. In at least two of the schools, the preparation for publication is accomplished completely by students and teachers so that little work is required by University staff to make the copy print-ready.

The initial costs of publishing were borne by Northeastern University, but during the current FY, the seven (7) participating schools have opted to contribute minimal amounts to continue the newspaper resource as a valuable learning tool for District VII students.

Examples of low cost, no cost, unanticipated activities in District IX are:

Language Arts Fair - Curtis Guild School/Lesley College.
Student teachers in regular classrooms and special needs technical assistance.
- Curley/Haley/District II and Wheelock College collaborative

Continuing efforts by Staff Developer and the Education Coordinator to build the elements of the Chapter 636 project into the regular administration and workings of the school, so they will continue when special funding stops.
- M.L. King/Institute of Open Education Antioch

Visit by Wellesley Financial Aid Officer to Boston Latin School parents' meeting to explain aid for college attendance from private and government sources.

Visit by Boston Latin School Senior girls to Wellesley to undergo admissions orientation under the guidance of Wellesley students.

Use of Wellesley staff and students to participate in college and career counseling day.

Visit by Advanced Placement class from Boston Latin School to Music Department at Wellesley.
- Boston Latin School/Wellesley College

Films, lectures, visiting artist series free and open to the public all year.

Center for visual learning from which publications are free to those seeking research, curriculum, and art advocacy information.

MCA students advising EHS students in portfolio preparation and familiarizing them with local art school, art college and financial aid options.

MCA students demonstrating their skills in EHS classrooms, as visiting artists.

Numerous field trips to MCA for exhibitions, tours, classes.

EHS art faculty and pupils have access to MCA library.

15 week Portfolio Course at MCA for high school pupils.

EHS faculty participate in seminars, art openings and other special events.

EHS pupil exhibitions both at the College and at EHS.

LOW COST, NO COST, UNANTICIPATED ACTIVITIES

Special consideration for EHS applicants for college admission.

Yearly 3 day field trip to MCA for RAKU Workshop.

Visiting faculty and community artists providing consultation to EHS.

The Museum of Fine Arts has joined with MCA in providing a free membership card to all Magnet Art parents and pupils.

Evening art classes for parents and pupils taught by EHS faculty, MCA students and faculty, and other parents.

Saturday morning art classes in which EHS pupils participate.

The Parents' Art Classes in diverse art media and processes were provided weekly under a community liaison program. The classes were planned specifically to bring parents close to the educational experience of their children. This unique feature of our program, along with the final exhibition, served to create a community for a school that drew its population from various geographical districts.

- English High School/Massachusetts College of Art.

Many unanticipated activities have emerged during the three and one half years of the Madison Park/Northeastern University pairing. One of particular significance to the High School, and perhaps unique in the city, involves the recruitment and training of uniformed security personnel.

During the 1977-78 school year when the newly established high school moved from its temporary downtown quarters to the new, magnificent, multi-million dollar modern facility on New Dudley Street in Roxbury, the need for improved security was readily apparent. The Boston School Department did not have a formal program for recruiting and training uniformed school security personnel at that time. Northeastern University, located just three blocks from the new high school, had a large, well staffed and organized Department of Public Safety.

Through Northeastern's Urban Schools Collaborative, (the office that administers the University's pairing activities with fourteen Boston schools) arrangements were made to include Madison Park personnel in the University's on-going recruitment and training program for uniformed security guards. Five people, white and black, male and female, were recruited, trained in school security procedures and activities, and assigned to full-time positions at the high school. While participating in the four week training program at Northeastern, these people were regarded as full members of that particular training group, even to the point of participating in the final graduation ceremonies.

At this writing plans are being made to repeat the process for an additional seven recruits. Recent reports indicate that one of the original group has been designated as chief of security for the 2,500 pupil, six building complex identified as Madison Park High School.

- Madison Park High School/Northeastern University.

Unanticipated Outcomes

Responses from coordinators of the collaboratives revealed the far-reaching impact that has been and is possible as personnel from colleges and school become more involved in educational plans to resolve varying needs within the schools. Four institutions have reported activities that have been developed as a direct outgrowth or outcome of the pairing. In two cases attempts are made to institutionalize these activities so that they will be continuous should Chapter 636 funding cease. These activities have been called Unanticipated Outcomes.

Dr. Miriam Clasby of Boston University reports that as a result of the pairing between Boston University and District I schools, funding has been obtained from other sources so that the following additional activities are done:

Summer program for District I pupils at Case Center (1978)	Federal Grant
Problem-solving in classroom program to be developed for District I during 1978-79	Federal Grant
Career education training for 20 K-8 teachers - 1978-79	Federal Grant
Support for Torque Project in the District (on-going)	

A School of Education budget allocation is also available to schools which serve as field placements for pre-service teacher training. In 1977-78 the grant was $16,770 and is an alternative to the award of tuition vouchers to cooperating teachers. For the year 1978-79 the allocation has increased to $36,000. The activities of the clustering program that are funded by this money are linked with the pairings' activities as a major enrichment component, and include orientation sessions, films from Krasker Film Library, video equipment for classroom use, music classes, residential field experience, library materials, summer workshop for reading in the content areas, on-site assistance in math instruction and motor skills program at Case Center.

A talk with Ms. B. J. Lates of Simmons College left me with the knowledge that the original pairings between the college and the schools in Districts II, IV and VI have completed their two-year cycle but have continued the activities but now with funds from Special Education funding sources. The accompanying summaries show the completed Chapter 636 funded activities.

SUMMARY OF BOSTON- SIMMONS COLLEGE GENERIC TEACHER TRAINING PROGRAM EFFORTS

1976-1977	
Number of Generic Trainees	42
Number of Learners provided service	287
Number of regular classroom teachers provided training through consultation	117
Estimated number of teachers who participated in building-based workshops	139
Number of regular classroom teachers enrolled in courses	32

1977-1978	Districts II	IV	VI	TOTALS
Generic Teacher Trainees 1st year	15	8	13	36
Generic Teacher Trainees 2nd year	1	16	6	23
Number of schools	9	14	16	39
Number of Learners Served	63	176	91	330
Number of Teachers with whom trainees consulted	18	72	37	127

Training for approximately 15 teachers in the academic year 1978-79 is a direct unanticipated outcome of the original pairings.

Ray Rothermel of Boston State College in reporting outcomes of the pairing between the college and District V Schools states that a single most important development was the obtaining of a federal grant to support two successive teacher corps projects. Dr. Cleveland Clarke the project director and proposal writer for the Teacher Corps program says that since the pairing was established prior to the receipt of federal funds the activities of his program were more easily facilitated. In a brief but informative conversation in which I asked Dr. Clarke "How did the pairing impact the funding of the teacher corps in that district?" He replied:

> "Some unusual wrinkles were perceived and made smooth such as the need for collaborative planning and sharing with teachers and college faculty. This became a reality. For B.S.C. faculty it meant serving a need in the real world. It meant the college taking a closer look at its commitment to be of service to the community."

He further asked an evaluative question: "Have the teachers been energized by our presence?" This question has been answered in a detailed report, a copy of which is now on file in the Bureau, which records some of the activities as:

Credit generating in-service courses.

Non-credit generating workshops to teachers and teacher aides.

Enrollment in a variety of Masters Degree programs by 15 teachers.

Greater utilization of the curriculum library, and the Media and Instructional Development Center at the college by teachers from the District.

Training for Teacher Corps interns. 3 have successfully completed training and received teacher certification.

Curriculum development in English, social studies, reading.

The development of a geography laboratory (the first in the City of Boston) for 7th grade pupils to help them acquire specific geography and other social skills.

An after school Community Communications Clinic has been established for parents who need help in reading and writing and also for parents who need the skills necessary to help their children in school related tasks.

The second federal grant is for a five-year operational plan FY'79-FY'83.

Dorothy Berman of the Institute for Learning and Teaching of the University of Massachusetts, Boston reports:

Unanticipated outcomes, funding beyond Chapter 636. These activities were made possible through use of Institute for Learning and Teaching funds or proposals written by ILT staff for outside funding.

The ILT contributed funds to hire Cecilia Aoki, A District VI teacher, to fulfill a district office request for an in-service course in conversational Spanish. A group of 15 teachers and administrators were selected to participate.

The ILT submitted proposals to and received support from the Superintendent's discretionary fund and the Boston Globe to sponsor a Multicultural Festival and Olympics. District VI children, grades 1-8, spent an entire day at UMB participating in artistic and athletic events and watching performing artists representative of all district's ethnic groups. During the following week, each school attended at least one additional performance by a group such as a steel drum band, Polish Puppet Theater, or African, Irish or Lithuanian dancers. These experiences served as culminating events for the Multicultural Program described in Component on Multicultural Program.

Colleges/Universities and their Resources

Twenty seven (27) colleges/universities have been involved in collaboratives with the Boston Public Schools. To date fifty-three(53) pairings have been formed eleven (11) of which have completed their cycle of activities with the funding source being Chapter 636. Eight of those eleven (8/11) were one year programs the other three (3) 2 year programs. The three (3) two-year programs are still in operation but funded via other sources. Of the forty-two (42) pairings that are current three,(3) institutes have combined to work with 1 school; thirteen (13) are paired with a single school or district. Seven (7) are paired with two (2) schools and or districts;four (4) are paired with three (3) schools and or districts.

The coordinators of each pairing supplied the following information at the request of the Bureau of Equal Educational Opportunity. Only information forwarded to us regarding the college/university resources has been included.

COLLEGE/UNIVERSITY	NUMBER OF PAIRINGS Current	Completed	BRIEF DESCRIPTION OF THE COLLEGE/UNIVERSITY RESOURCES	SPECIAL AREAS OF EXPERTISE	CAPACITY TO ENTER INTO NEW PAIRINGS
Boston State College	3	1	Boston State College is a fully accredited undergraduate and graduate institution with programs in the Liberal Arts and Career Preparation. Located in the Fenway, the college's main campus is minutes away from the City's major cultural and governmental centers and is easily accessible by public transportation. College programs are offered on both a full and part time basis. In 1977, enrollments for undergraduate exceeded 5,500; for graduates, most of whom are part-time, the number was 3,000. Of the undergraduates, 73% were enrolled in Career programs, such as Nursing, Law Enforcement, and Education. Graduate programs include Masters of Education, Public Management, Mathematics, Natural Science, Instructional Media and Counselor Training.	Since its founding in 1852, Boston State College's chief concern has been the field of education. Formally the Boston Teacher's College, Boston State offers a wide variety of programs for certification holders and non-certificate holders alike. In areas such as secondary school reading, school psychology, and elementary and secondary instruction, Boston State is particularly experienced. These programs have long included practicums and field experience in the City's public schools. As a resource for teacher preparation and in-service training, Boston State has as much practice and experience as any institution in the Boston area.	In the 1978-79 school year, Boston State will continue to pursue its present pairing with District V as well as to maintain its programs in District II and at Boston High School. We are, however, always open to commitments beyond these and would be willing to discuss the possibilities with representatives from your office at any time.

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COLLEGES/UNIVERSITIES AND THEIR RESOURCES

COLLEGE/UNIVERSITY	NUMBER OF PAIRINGS Current	Completed	BRIEF DESCRIPTION OF THE COLLEGE/UNIVERSITY RESOURCES	SPECIAL AREAS OF EXPERTISE	CAPACITY TO ENTER INTO NEW PAIRINGS
Boston University	3	—	Boston University has 25,000 full and part-time students, including 800 students from 77 foreign countries. Fourteen of the 16 schools and colleges are located on the Charles River Campus; the School of Medicine and Dentistry and the University Hospital are in the South End. The university has more than 2,000 faculty and 300 staff people.	Comprehensive School Planning/ Staff Development Bilingual Education; Curriculum Development; Fine Arts; Guidance/ Counseling.	Not at this time.
Bunker Hill Community College	1	—	Business Administration, Computer Programming Technology, Criminal Justice, Fire Protection and Safety Technology, Graphic and Visual Communications, Hotel/Restaurant/Food Services/Travel Management, Human Services, Liberal Arts, Nursing, Office Education, Transportation Management, Student Population: Day Programs: 2,300, Evening Programs: 2,500.	Bunker Hill Community College Specializes in educating first level professionals and middle level management personnel in the specialized department areas as listed in the above section. BHCC has developed the capacity to deliver education in a wide variety of learning modes. These modes include a large amount of individualized, self-paced, multi-media instruction. The Open College specializes in providing educational opportunities in a wide varity of traditional and non-traditional approaches to education.	Bunker Hill Community College has enjoyed its relationships with its Boston Public School partner Charlestown High School. Over the past couple of years the partnership has achieved many of its intended goals. However, because of a constant budget allotment and increasing costs the overall number of services and activities have been reduced. The College would like to see an expansion of its pairing activities but recognizes that sufficient funding must be available to assure the success of new projects.

COLLEGES/UNIVERSITIES AND THEIR RESOURCES

COLLEGE/UNIVERSITY	NUMBER OF PAIRINGS CURRENT COMPLETED		BRIEF DESCRIPTION OF THE COLLEGE/ UNIVERSITY RESOURCES	SPECIAL AREAS OF EXPERTISE	CAPACITY TO ENTER INTO NEW PAIRINGS
Institute of Open Education, Antioch Graduate School	1	-	Institute of Open Education in affiliation with Antioch University, has 3 separate programs- the school based program; the human social services program; and the career transition program. They service approximately 425 students.	Teacher training and training for counsellors, administrators, community workers and mental health workers.	Good
Lesley College	2	-	From the department of Elementary Education ten(10) graduate students work with teachers of the Curtis Guild School along with one (1) director, one (1) assistant director, and one (1) project secretary from Lesley.	Reading and Language Centers	Yes, very capable
Massachussets College of Art	2	-	Unique public (state college) that provides professional training in the visual, arts; including Design, (architectural, graphic-fashion) 2D Fine Arts (painting, drawing and printmaking), 3D Fine Arts, sculpture and crafts Art Education (pshchology and teaching of art), Media and Performing Arts and critical studies including Art History, Art and Film criticism. 1,100 students,(masters level and undergraduate). Also extensive Program in Continuing Education (evening and summer)that includes diverse course offerings in all of the above areas.	All areas above are professional training programs. Additional services include low-cost public service/graphic design (DESIGN RESEARCH UNIT), adaptive environmental design (inventing furniture and adaptive equipment for the handicapped); museum education research program for adolescent users, Visual Learning Resource Center -teacher's library and materials center, adapted for workshops as needed. Also faculty publications on research, curriculum and design in art education through the Center For Visual Learning Publications distributed face to the public by request.	Yes, numerous facets of our college's resources (listed) would support the diversification of programming as needed at this time Visual arts curriculum can address BASIC LEARNING skills, and Technical career training.

COLLEGES/UNIVERSITIES AND THEIR RESOURCES

COLLEGE/UNIVERSTIE	NUMBER OF PAIRINGS CURRENT	COMPLETED	BRIEF DESCRIPTION OF THE COLLEGE/ UNIVERSITY RESOURCES	SPECIAL AREAS OF EXPERTISE	CAPACITY TO ENTER INTO NEW PAIRINGS
Northeastern University	2	1	Northeastern University is the largest private collegiate institution in the world, enrolling approximately 50,000 students. Located near the center of Boston between Huntington Avenue and Roxbury, the University is comprised of nine colleges and professional schools offering degrees in many disciplines ranging from the Associate to the Ph.D. level. Perhaps the University is best known nationally and internationally for its program of cooperative education - a program which combines alternate quarters of non-campus study with quarters of paid work in fields of the students' choice. Northeastern has over 2,600 co-op employers located throughout the United States and in several foreign countries. Students participating in cooperative education, and educational design which is spreading rapidly here and abroad, are able to finance a substantial portion of their college education while gaining valuable on-the-job training in the world of work. During the 1977-78 school year Northeastern students earned over 30 million dollars in wages. In addition these experiences substantially enhance students' employability upon graduation. The concept of cooperative education is beginning to catch hold in some high schools and may eventually be an integral part of Madison Park High School and Boston'w new Occupational Resource Center.	The size and comprehensive character of Northeastern makes it difficult to single out "special areas of expertise". Certainly to cooperative education program is one. The Division of Cooperative Education has participated significantly in pairing activities. However, there are many other resources, some as yet untapped in the pairing effort. An example is the College of Criminal Justice, the only school of its kind in Boston. Discussions are underway which may lead to some pairing involvement with this distinctive school. Other untapped possibilities exist in the College of Nursing, the Law School and the College of Pharmacy and Allied Health Professions. Dialoques have been initiated with people in all of these schools but specific programs remain to be developed. Thus far the schools which have been most involved in the Madison Park/ Northeastern pairing are the Colleges of Liberal Arts (several departments), Engineering, Education, Business Administration, and Boston Bouve. Additionally many non academic departments, e.g., Public Safety, Printing Services, the University Press, Administrative Services, Public Information, Admissions, Financial Aid, the Afro-American Institute, Community Affairs, Affirmative Action and several others have contributed to the success of programs coordinated by the Urban Schools Collaborative. An exciting new collaborative effort is currently being organized with the Black Artists in Residence program.	Northeastern is blessed with far more resources than those which have been drawn upon during the past three and one half years. It could enter into new pairings under three very specific conditions: 1. Personnel, both professional and clerical, would have to be added to the office of The Urban Schools Collaborative. 2. Additional funding would have to be made available for #1 above and to retain non-administrative human and physical resources. 3. Additional office space would have to be secured. In summary, the office of the Urban Schools Collaborative is stretched to its absolute limit, perhaps even overextended, with the resources currently available to it.
REGIS COLLEGE	3	-	Regis College. Private liberal college for women. About 1000 graduate students and 200 graduate students. Situated in Weston, Massachusetts.	Undergraduate majors in the usual liberal arts areas. Undergraduate program leading to elementary and/ or secondary certification. Master of Arts in Special Education program for Generic Special Teachers, Teacher of children with moderate special needs, regular classroom teacher with special [illegible] competencies.	Licensesh[illegible]program for Generic Special Teacher, Teacher of Children with Moderate Special Needs.

COLLEGE/UNIVERSITY	NUMBER OF PAIRINGS Current	Completed	BRIEF DESCRIPTION OF THE COLLEGE/UNIVERSITY RESOURCES	SPECIAL AREAS OF EXPERTISE	CAPACITY TO ENTER INTO NEW PAIRINGS
Salem State College	2		Salem State College, founded in 1854, is a multi-faceted educational institution in its own right, and belongs to a ten-member organization of State Colleges across the Commonwealth which together offer students the widest possible range of educational facilities at the undergraduate and graduate levels. Salem State College is one of the three largest members of the state college system with an outstanding graduate program offering degrees in School Administration, Guidance and Counselling, Reading, and a host of specialties in the liberal arts. The undergraduate College has some four thousand students studying across some twenty academic disciplines, with ample opportunity to pursue added specialties in programs like American Studies, Women's Studies, Interdisciplinary Studies, and a hand-tailored degree program in General Studies. Students may also elect to pursue course work in the Division of Continuing Studies which attracts a wide range of interested students from all over the North Shore. The Campus offers students two sites, a training school on Campus, a new Library and Sports facilities that are unrivalled throughout the State College System.	The College offers its collaborative services with South Boston High School through the Graduate Division and the faculty of the College Department of Education which serves both at the Graduate and the Undergraduate levels. This arrangement permits the Collaborative to avail itself of the resources of the entire College community both within the area of Education, and extending out towards all the other academic departments of the colleges especially including those areas covered by the curriculum of South Boston High School, itself. Thus, the Mathematics Department, The Geography Department, and the Media Department have already been of service to the program.	This year the College, through the Education Department and the Division of Continuing Education, has involved itself in a second pairing under Chapter 636, with the Phillis Wheatley Middle School in Roxbury. Indeed, the College stands ready to assist the Boston Public Schools in any and every way possible within the structures of funding and available staffing. The College has a strong commitment to each of the Boston programs it is already involved in and this same commitment would and could extend to other services for the Boston Public Schools should the need arise.
Simmons College	1	3	See catalogue	See catalogue	The College is always open to exploring other possible ways in which it may serve the broader community in which it resides.

COLLEGE/UNIVERSITY	NUMBER OF PAIRINGS Current	Completed	BRIEF DESCRIPTION OF THE COLLEGE/UNIVERSITY RESOURCES	SPECIAL AREAS OF EXPERTISE	CAPACITY TO ENTER INTO NEW PAIRINGS
Stonehill College			Stonehill College is a four-year, private, liberal arts college. Founded by the Holy Cross Fathers in 1948, it is located twenty miles south of Boston in the rural setting of North Easton, Ma. There are 1600 full-time day students, the majority of which reside on campus. The evening college enrolls 700 additional students. The curriculum encompasses baccalaureate degrees in arts, science, and business administration. Of the 150 faculty and administration, 10% of the college staff are members of the clergy.	The liberal arts offerings of this institution are well complemented by practical career-oriented curriculum programs. Innovative programs combining the sciences and business such as health care administration and medical technology have been added to strong business offerings. Both the sociology and psychology departments offer promising internship possibilities in a diversity of social settings including hospitals, courts, and government agencies.	At the present time Stonehill College, which represents one of the smallest institutions involved in Collaborative programming, is unable to expand into new cooperative ventures. While the Hyde Park-Stonehill Collaborative has been evaluated as an effective, supportive project, the capacities of the instruction do not, at this time, allow further expansion.
University of Massachusetts	3	4	The Boston campus educational facilities are divided into Colleges to provide diversity within the University and to organize those groups of students who share common educational interests and goals. The College of Arts and Sciences is based primarily upon the traditional liberal arts and constitutes the major component of the Harbor Campus. This College provides students with both traditional and experimental ways of studying and exploring subjects and disciplines within the arts and sciences. The College of Public and Community Service provides a curriculum which combines learning based on the certification of the individual students' competence with the engaged activity, characteristic of a College addressing urban problems. The College of Professional Studies is committed to offering students high quality professional programs which meet established standards and requirements for entrance into management careers while providing a solid education in the Liberal Arts and Sciences.	The Institute for Learning and Teaching (ILT), an Academic Affairs unit of the University of Massachusetts/Boston, provides assistance to the University and to school systems of Metropolitan Boston in the development and implementation of innovative educational projects. The University Team emphasizes the transition from high school to college, and particularly the problem of underpresentation in high school students who are potential UMB undergraduates. In addition to the South Boston High School programs described in the Pairing section, the team administers the following projects:	The University Team is available to assist professors, departments, and administrative units in identifying needs and locating resources. Often, the team will cooperate with several campus groups to create programs as varied as an Ethnic Studies Concentration, a Master's Degree Program in Critical and Creative Thinking, or an Exchange Program with the University of Puerto Rico.

COLLEGE/UNIVERSITY	NUMBER OF PAIRINGS Current	Completed	BRIEF DESCRIPTION OF THE COLLEGE/UNIVERSITY RESOURCES	SPECIAL AREAS OF EXPERTISE	CAPACITY TO ENTER INTO NEW PAIRINGS
Wellesley College	1	___	Four-year, independent, liberal arts college for women; 2000 students, over 250 faculty. 25 departments, plus five inter-departmental majors, for undergraduates only. Exchange of faculty and students with M.I.T.	All departments are academically strong. Special resources and programs which deserve mention are: the new Sage Science Center; Jewett arts center; the Wellesley greenhouses; the crew program; special courses in mathematics for those suffering from "math anxiety;" emphasis on the Classics, with a play in the Latin and Greek languages annually. As a women's college, it also has developed an array of people and programs to help equip women better for lives in the modern world. Our career service programs reflect this particular expertise.	Because of its distance from Boston and the limitations of its programs to undergraduate, liberal arts, more extensive pairings do seem feasible at this point. Wellesley and the faculty who have been involved with the pairing with Latin School would be happy to serve as resource people for other pairings of a similar nature.
Wheelock	4	___	150 undergraduate students. Over 100 graduate students. The college's focus is on preparing students for careers in child-related fields. This professional preparation is supported by a strong liberal arts program	Early childhood education; nursery through elementary. Day Care. Infancy and toddler programs. Moderate special needs children in hospitals. Museums programming for children. Parenting.	Good

COLLEGES/UNIVERSITIES AND THEIR RESOURCES

The following Colleges/Universities chart show the number of pairings with which each is involved. Added information on all universities previously discussed in this section and information pertaining to college/university resources may be obtained from the institutions directly.

College/University	Number of Pairings Current	Completed
Boston College	1	___
Curry College	1	___
Emerson College	1	___
Emmanuel	2	___
Harvard University	1	___
Massachusetts Institure of Technology Also Wentworth Institute of Technology and Massport	1	___
Suffolk University	2	1
Tufts	1	___
University of Massachusetts - Amherst	1	___

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Success Stories

The following success stories were submitted to the Bureau of Equal Educational Opportunities as a result of a request sent to both college and school coordinators of all pairings.

BOSTON UNIVERSITY/ DISTRICT I

In the fall of 1977, Jaime Wurzel, Bilingual Coordinator for the District One Collaborative, interviewed bilingual teachers as part of an informal needs assessment. Kindergarten teachers, working in a bilingual team-teaching situation, pointed to their need for guidelines for functioning effectively in this unique setting.

After meetings with members of the Bilingual Department of the Boston Public Schools and of the Boston University Bilingual Program, arrangements were made for a series of workshops to develop guidelines for Bilingual Kindergarten Teachers. A group of 28 kindergarten teachers met for four sessions to examine issues related to a model for bilingual team teachers. A task force summarized the work of the group and presented an outline at a final session. The whole group reviewed and approved the model.

Plans are currently underway for a summer workshop in which a task force of kindergarten teachers will provide further annotations for the guidelines and make suggestions for lesson plans and activities. During the following year, there will be further development and dissemination activities.

Miriam Clasby

WHEELOCK COLLEGE DISTRICT II

The Wheelock programs are characterized by strong college/ school relationships and direct, open communication. These two factors have allowed the pairings to continuously assess the relationship between activity and needs and to respond to change.

Karen Worth

BOSTON STATE COLLEGE/DISTRICT V

One of the college's chief success stories also came in Professor Temple's science program. Before the project began in September of 1977, many of the teachers in the elementary schools involved had never taught a science lesson in their lives. Most were afraid science would be "too hard" for them. Moreover, many of the students had received no instruction in science whatsoever. Through the use of Professor Temple's SCIS program, students and teachers were exposed to the new subject matter a highly positive setting. Teachers were taught how to use the kits in so that they could continue Professor Temple's work after he had gone. The highest marks were given to this project by everyone involved. Students, teachers and administrators all expressed great enthusiasm for the job that had been done. In addition to the science project, the Art Program, although limited, was also very successful, as were the Student Assistance Projects in general. In the future, these will be expanded to include larger numbers of district students and personnel.

J. R. Rothermel

MASSACHUSETTS COLLEGE OF ART
BURKE HIGH

As a result of their training and the efforts of the program staff, eithty-five percent of the graduating seniors in the program last year were offered a job within their chosen area. Several students elected to continue on to higher education on a full-time basis and several others are pursuing contuing education at night on a part-time basis.

Marienne Benson

SALEM STATE COLLEGE
SOUTH BOSTON HIGH

By the enthusiastic admission of administrative staff members at the High School, this program has had effects within the staff membership that could not have been anticipated nor planned for in the program's earliest phases two years ago. One concrete aspect of this program's influence on the school resulted in the filling of three out of four assistant headmaster vacancies this summer with members of the Salem State/South Boston program. These new administrators are continuing in the Salem State/South Boston program despite their new responsibilities. They were chosen by an objective screening process that was entirely outside the influence of this particular program which gives even stronger credence to the idea that the Salem State/South Boston collaborative has had influence far beyond the simple confines of the instructional process or the resource work that are its most visible marks.

Stephen J. Clarke

NORTHEASTERN UNIVERSITY
DISTRICT VII SCHOOLS

Several "success stories" have occurred in the District VII/Northeastern pairing. An outstanding example which involved one school initially has been repeated to involve the entire district during a second year of activity. An anthology "Hey Listen!, containing poetry and stories from the children of the James P. Timilty Middle School was printed by Northeastern University Press. Accolades have flowed from all parts of Boston and surrounding suburbs. In fact, Houghton Mifflin requested permission to include one of the poems from "Hey Listen!" in a fourth grade reader planned for publication in 1981.

The format of this collection of student writings has served as a model for the District VII anthology "Once Again ... Listen" recently printed and circulated throughout the state. It is obvious that the enthusiastic support of District VII teachers motivated students to high literary achievement and to quote the president of the Boston School Committee, the district anthology is "sheer delight". The publishing costs of both of these endeavors was borne by Northeastern University.

Gregory C. Coffin

BUNKER HILL COMMUNITY COLLEGE
CHARLESTOWN HIGH SCHOOL

In September 1978, the successes of the past three years was tested as Charlestown High School moved into a new building. The contributions of past Chapter 636 project activities will be serving as a basis for providing improvements in the excellence of the educational program at Charlestown High School.

As various components of these projects are moved to the new building, the Learning Center component stands out as the one which is having a systemic change on how education can be delivered at Charlestown High School. A large area of the new building has been modified to accommodate the Learning Center. In order for the Learning Center to impact Charlestown High School on a long term basis, the Learning Center positions must be incorporated into the regular education budget. It is felt that this is an urgent need even if this means the assignment of faculty beyond the usual formula of student-faculty ratio.

In other component areas, the successes have been many. By the end of the school year, most all students will have had the chance to attend a matinee as part of the cultural program. The film course component will be in its third year. The services of the Mathematics Instructional Aide will have allowed individualized instruction in all areas of Mathematics. It is the purpose of the CHS/BHCC pairing to build upon past successes and prepare for a rewarding future in the New Charlestown High School.

Vincent A. Braudis

LESLEY COLLEGE
CURTIS GUILD

Story teller Jay O'Callahan comes to the Curtis Guild School on the Friday the grade structure students go over to Lesley College to the Young Writers Conference, to tell stories to the Kindergarten children. Jay also does an assembly program, story telling session, for all the children in the school.

Leonore Parker

WHEELOCK COLLEGE
NATHAN HALE

Program pairing is working exceptionally well. Coordination in the extended day program, four classes, has been enhanced. Program instructional resources and activities have been increased. Enrollment has gone up.

Karen Worth

CURRY COLLEGE
WILLIAM MONROE TROTTER SCHOOL

The William Monroe Trotter School boasts a fine model of paired partnership in the development of basic skills as parents and faculty work hand in hand with students. As a result of Chapter 636 funding a parent coordinator has become an identifiable and effective person whom parents can call upon for specific information about services, make known concerns to, and seek information from. The coordinator has been an integral part of bridging the gap between home and school.

Another noteable accomplishment is the implementation of a total math program which emanates from the Math Lab. The William Montor Trotter Math lab is the only elementary Math Lab in the City of Boston and is staffed by a qualified math teacher. This lab provides extensive services to students, is a resource area for teachers, and provides parents with information and instruction concerning the math their children are learning in school. Particularly successful Math Lab projects include the creation of a Metric Cookbook; a Metric Poster contest; and a Metrithon, series of olympic-type events based on Metric Measurement. Since our goal is to involve parents in the education of our children we see such school-wide events as those mentioned, wherein many parents are involved, as most worthwhile. The Math Lab at the William M. Trotter school has become a significant part of our program and remains a place for learning wherein all students, regardless of ethnic, racial, or cultural background communicate through the common language of math.

Reading in the home is our target as we involve parents in a contract with children for the purpose of refining and using skills. All students of the Trotter are given the opportunity to select a book to bring home with a prepared contract. Parents are asked to monitor this home reading and take a part in their children's learning. All children who meet the requirements are awarded a book for their personal use and addition to their home library. Over 80% of our students take part in this Home Reading Program and have received award books and certificates of merit.

This is certainly a success story of parents, teachers, administrators, and students working together for quality education!

Barbara L. Jackson

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MASSACHUSETTS COLLEGE OF PHARMACY
CHARPES E. MACKEY

Within the Intensified Learning Center itself, the most successful developments are apparent in the selection of personnel for the staffing of the Center, the improvements in the staff's ability to track accurately individual student needs and provide accordingly, improvements in the hardware and the software utilized in the Center since December 1. This has contributed to improvements in the attitude of the faculty towards the Center, closer cooperation between Center staff and basic skills faculty, and improvements in the attitudes of the students towards their work in the Center.

Other successes already apparent this year include:

- The rapid physical organization of the Intensified Learning Center.
- The use of parents in staff roles, both in the Learning Center and as liason with other parents.
- Support to teachers and students in the social sciences.
- Solving the problems of delays in procuring materials, which plagued the project in past years.
- The capable coordination of the project.

Excerpt from Harvey Pressman's
Interior Evaluation Report

INSTITURE OF OPEN EDUCATION
ANTIOCH GRADUATE SCHOOL
MARTIN LUTHER KING SCHOOL

The establishment of a superb Curriculum Sharing Center in the school, and the Center's growing popularity with the entire staff.

The recruitment of a capacity student enrollment for the second year in a row, maintaining the staff at an acceptable level and keeping talented teachers of low seniority.

Innovative scheduling of the school for the fourth year in a row; continuing refinement of the scheduling to accommodate needs of different parts of the staff.

Establishment of an innovative school-based staff development model which may be of interest to other Boston schools.

Focusing of the greatest strength of the Institute of Open Education on the greatest need of the King School staff.

WELLESLEY COLLEGE
BOSTON LATIN SCHOOL

This year, on an experimental basis, Wellesley ran a career and college day for Boston Latin School girls, using a different format, which met with considerable success, according to participants' evaluations. The format included the participation of Boston Latin School students, Wellesley College students, and women in various careers in a "game" which involved role-playing around a future college and life career. After a class period of role-playing in small groups, a larger group question and answer class period ensued in which students felt freer to ask questions of vital concern to them because of the preceding "warm-up" period.

Lecturer as role-model. At the suggestion of parents toward the beginning of the year, the type of lecturer we brought from Wellesley was somewhat changed. Besides being an expert in a particular field, parents felt the lecturer should be willing and able to articulate the reasons behind his career choice, the passion which led him or her to a particular topic.

One example of the new approach was the visit of Tony Martin, Professor and Chairman of Black Studies at Wellesley, who has written a biography of Marcus Garvey, founder of the United Negro Improvement Association. Professor Martin appeared first before a small after-school group of Black Students' Association, who then invited him back to speak to a larger audience during Black History Month. Among the questions addressed to Mr. Martin at the 7th-grade assembly: "How did you get interested in Black Studies? Were there any courses in Afro-American history at your high school? Where are you from?" Not only were the students interested in the substance of what he had to say, they were also interested in the man behind the topic.

Creative-Writing Classes: Thomas Wilson, Instructor in Writing from Wellesley, was engaged to hold a series of after-school writing sessions with staff members of the Latin School literary magazine, The Register, and other interested students. Since Mr. Wilson is also faculty advisor to Wellesley's literary magazine, he was able to help the students think through some of the problems they were having with the magazine's image and content as well as to help them with their writing. The culmination of the semester's work was a get-together between the staffs of the two magazines at Wellesley to discuss common problems. (See photo from The Globe, November 29)

Anne Dhu Shapiro

MASSACHUSETTS COLLEGE OF ART
ENGLISH HIGH SCHOOL

The outstanding successful feature of our Community Liason Program is the parents art classes (attended by parents and their children.) - "Skill-sharing workshops for parents". These classes have built enormous interest in the art curriculum. A parents' group went to museums and galleries in New York City to learn more about art activity in that world-art-center. Parents and their families also are provided with Art Museum membership to increase involvement with the art community here in Boston. The high participation by parents indicates how interest in substantial (content) involvement may lead to advocacy for public school art programs. The Parent Task Force grew from being active in the parents' programs.

Dianne Korzenik

NORTHEASTERN UNIVERSITY
MADISON PARK HIGH SCHOOL

Although there have been many "success stories" in the Madison Park/Northeastern pairing, one which is perhaps unique is the "Biology Buddy Program", now in its third year. This program, which was initiated by the Head of the Science Department at Madison Park and a senior Marine Biology Professor at Northeastern, was originally an unanticipated activity funded solely by Northeastern tuition waivers. It is now a Chapter 636 sponsored program.

A limited number (6-12) of Madison Park Juniors and seniors who have particular interest and aptitude in science are assigned to work with two science majors, usually honor seniors, at Northeastern. After receiving special tutorial assistance at MPHS, the high school students enroll in the regular General Biology course at Northeastern under the auspices of the University's flexible campus program. The University student "buddies" work closely with the high school students throughout the course, making sure that they understand lectures, reading assignments and laboratory work, and filling in any gaps in the student's prior preparation. Close personal associations develop between the high school and college students during the course of the program.

Upon successful completion of the General Biology course the students receive both high school and college credit. No tuition is charged. The two Northeastern students are paid a nominal fee to be applied to their college expenses. To date the two Biology professors involved in the program have donated their services. MPHS Science Department Head has done likewise by devoting many extra hours to this endeavor.

This program has met with great success and could serve as a model for similar programs in other school/university pairings.

Gregory C. Coffin, Director

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ABBREVIATIONS AND TERMS

ACC Another Course to College

CDAC Community District Advisory Council (Court-established)

CPCS College of Public and Community Service

Hale Reservation

A 1,100 acre outdoor recreation and environmental education center with heated enclosures, equipment, and a variety of other facilities. Natural settings of hardwood forest, man-made ponds, rolling meadows, and running brook.

M.O.D.E. Methods of Developing Effective Learning

REPC Racial Ethnic Parent Council (Court-established for each school)

STEP Secondary Technical Education Project

Pupils - used in this resource book in reference to school attendees of Preschool age to the twelvth grade.

Students - used in reference to those attending institutions above the twelvth grade.